Is Time on Their Side? : Exploring Faculty Time Management in Online and Blended/Hybrid Higher Education

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IS TIME ON THEIR SIDE? EXPLORING FACULTY TIME MANAGEMENT IN ONLINE AND BLENDED/HYBRID HIGHER EDUCATION

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Abstract

Time management in faculty online and blended/hybrid higher education is becoming a major concern -- one that is likely complicated by recent growth in demand for these learning opportunities, rapid changes in necessary technologies, and the need for faculty training and development with respect to technology use. Using interview, survey and participant validation activities for gathering data, this qualitative study explored the association between: (1) the use of some specific time management practices (goal-setting; prioritization; delegation; use of supporting technology – including learning the technology; and work-life balance planning) and (2) instructor feelings of success and satisfaction when offering online and blended/hybrid courses.

While this study identified valuable insights from current practitioners concerning time management of online and blended/hybrid teaching endeavors, findings were inconclusive with regard to identifying the association of any specific time management practice with success and satisfaction. Specifically, over one-third of participants did not believe their ratings of success and satisfaction related to their experiences managing their time when offering online and/or blended/hybrid course(s). Participant comments did indicate that learning the technology and goal-setting for professional development (two time management activities) were possibly associated with perception of success and satisfaction, but the nature of the association was unclear. Findings suggest the need for sharing practitioner insights on time management detailed herein, as well as pursuing additional research on the effectiveness of faculty implementation of time management practices on improvement of time management in online and blended/hybrid teaching environments.

This dissertation is dedicated to my parents, Anne and Gerald Whalen, who worked tirelessly as K- 12 educators and administrators throughout their entire careers – and always encouraged, supported and celebrated my higher education endeavors.

I also wish to express my gratitude here to the members of my dissertation committee for their valuable insights and critique.

"I think that time management does not necessarily improve with online courses. If you don't have these skills, you won't apply them in any context. I do think there must be tools on [Blackboard – the course management system] that can help…. I mean, I think like, you know, to use Blackboard you really need to think differently about how to do things. Ummm… it's not simple. And it's the same with the…. you really have to rewire your thinking about how you manage your time, ummm… And your presence, you know? It's not there with students, so how do you make that happen? I don't know if it's time management so much as it is a presence management issue, you know? So, I mean… I'll be… two years from now I'll be really curious to see if I actually do spend less time trying to create my Blackboard courses. You know, I have this idea that once I get the shell set up, I'll just push a button and there it goes! Not really, I mean I'm exaggerating a little bit, but will I always be trying new things and adding something here and tweaking something there? Or will the time management become less of a problem because I already have something that I'm working from?"

(Participant Comment, Member-Checking Activity)

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I. Problem Exploration

> *"Before I offered a hybrid course for the first time, I spent more than 100 hours in learning how to navigate the [course management system], designing the course, setting up discussion threads, etc. Afterwards, it got easier. But I still had to spend numerous hours in setting up hundreds of discussion threads for case discussions and team projects."*
>
> (Participant Comment – Survey)

The information that follows in this chapter is presented in order to: (1) set the stage for understanding the nature of the problem area explored via this dissertation, and (2) identify the specific problem to be investigated here.

Growth of Online and Blended/Hybrid Higher Education

There has been a rise in online educational offerings and enrollments across institutions of higher education (Sloan Consortium, 2005; Eduventures, as referenced by Blumenstyk, 2005; Golden, 2006; Varvel, 2007; Allen & Seaman, 2007). Some faculty now report that teaching online can be more time intensive than teaching in a traditional classroom (e.g., Pachnowski & Jurcyzk, 2003; AAUP, 2002, as noted in Bruner, 2007; Bradburn, 2002, as referenced in Bruner, 2007).

In the 2002 report of the Association of American Colleges and Universities (AACU) entitled: "Greater Expectations: A New Vision for Learning as a Nation Goes to College," certain "pressures on higher education" were identified. Several pressures were reported that related to the rise in online and blended education -- specifically:

1) "The Information Explosion" – with a "huge and rapidly increasing quantity of information widely available, looser review and control of

2) "New Enrollment Patterns" – specifically, with "online and distance learners."

3) "The Technological Revolution" – which will create "new types of jobs for graduates" and a "changed nature of the classroom because of online learning."

4) "New Educational Sites and Formats" with "more flexible learning formats." (p. 6)

These pressures set the stage for understanding the stresses faced by academics who must now struggle to manage time successfully in this new era of information.

The Role of the Professoriate and Technical Ability (or Inability)

In exploring "academic culture and the values and the quality of work life," Schuster and Finkelstein (2006) summarize "three decades of national surveys" by the Carnegie Commission on Higher Education and the American Council on Education/the Carnegie Foundation for the Advancement of Teaching and the National Center for Education Statistics (p. 367 – 368). They describe these surveys as "capturing the pulse of American academics" and note:

> "….[the surveys] suggest that in the face of declining job opportunities, fiscal constraint, and challenges to academic standards, the quality of academic work life has remained surprisingly stable in many respects (including, for example, relations with colleagues and with students). Faculty increasingly are expressing interest in undergraduate education. They express concern more generally, however, about the declining status of the academic profession itself and about the imbalance between teaching and research" (p. 156).

Singleton (2007) believes that "…professors are seeing a sea change in their role… the new wave of customized instruction will see educators serve as powerful facilitators providing individualized guidance to each student" (p. 3). Bastedo (2005) also comments: "The Internet has created innumerable opportunities for online education… Although proclamations of the death of the traditional university have proved to be premature, there has been an undeniable change in the nature of academic work for many students and faculty" (p. 477).

As will be discussed in Chapter 2, faculty members may not have sufficient technical ability to teach online (e.g., Wenger, 1999, as referenced in Fey et al., 2007; Rockwell et al., 1999, as presented in Amiel & Orey, 2006-07; Varvel, 2007; Keramidas et al., 2007) and/or have not had the appropriate technical training (Simonson et al., 2006) and/or their classroom teaching skills (e.g., face-to-face communication) may not directly transfer to the online environment (e.g., Wolcott, 1999; Wilson, 2001, as noted in Bruner, 2007). In addition, "computer and software companies" and "technical training institutes" now compete for college and university students – and "…challenge the market share of traditional colleges and universities, recasting themselves as providers of teaching resources as well as undergraduate and graduate degrees in high-demand professional fields such as business and computer science" (Gumport & Chun, 2005, pp. 409). Moreover, research implies that faculty would like to "enhance student participation, but struggle with engaging learners in the social software environments" (Haythornthwaite, 2006, as referenced in Logan Rich et al., 2009). As explained in "No Time To Think: Academics' Life in the Globally Wired University," Menzies and Newson (2007) reflect that: "the ivory tower has been breached. The university is no

longer a refuge from the hustle-bustle, a slow zone for reading and reflection, critical dialogue and knowledge creation – to the extent that it ever was" (2007, p. 83).

Technology improvements continue to offer faculty new ways to approach teaching. Specifically, "… many policymakers believe that technologically mediated instruction can contain costs and increase access to higher education. [However,] those beliefs are commonly resisted by faculty members" (Altbach, 1995; Graubard, 1997; ASHE-ERIC Higher Education Reports; Chronicle of Higher Education Almanacs; and National Education Association Almanacs as reported by Menges & Austin, 2001, p. 1124). Thus, regardless of the increase in public awareness of technology improvements and options, "…the majority of academic professionals across the country have not dramatically transformed their teaching methods or redesigned their courses" (Green, as referenced in Gumport & Chun, 2005, p. 416). Distance learning research points to faculty "1) frustration at being pressured to transform traditional courses to a distance learning format, 2) lack of experience in creating and managing distance learning courses, and 3) lack of time to transform traditional classroom instruction to a distance learning mode" (Watts, 2003, as noted in Fenton & Watkins, 2007, pp. 9, 10).

So where does this technical upheaval lead, in terms of shaping roles within the academy? In "The Virtual University? Knowledge, Markets and Management," Robins and Webster (2002) contend:

> "Perhaps it is the role of the university to enable society to live with choice and uncertainty. Taming the new technologies and providing a cultural orientation for society is central to that challenge. It is for this reason that we can speak of the continued relevance of the university…." (p. 46). "To the extent that individuals and groups now choose, or are coerced, to communicate, keep accounts, publish, buy products, work, access documents, or learn online in computer networks, the digital domain is inescapably becoming a venue for the conduct of everyday life.

> At the same time, however, cyberspace today is also evolving into a heteronomous global anarchy. In each one of its many proliferating layers of functionality, new would-be authorities are competing to control its uses in what is still essentially a self-help system of platform wars, chip races, and operating system alliances…." (p. 249). "To understand the significance of using computers to teach college and university courses, however, one should not fixate upon either the Net or the machines themselves. Shopworn humanist laments about chips and cables tripping up autonomous personal development in telematic tangles of electronic alienation utterly miss what is really happening: fundamental changes in the workings of human culture and communication technology. The acts and artifacts used to produce cultural understandings among specific social groups are changing profoundly: print courses, face-to-face classes, paper documents are being displaced by digital discourses, online classes, and electronic documents. The former will not entirely disappear, but so too can they not be counted upon to continue reigning unquestioned. The latter will never fully be perfected, but one cannot expect them to remain oddities" (p. 250).

The Meaning of Time

In his exploration of time, social psychologist Robert Levine contends that time is a "temporal construct" which has "come to define and constrain cultures" (1997). Specifically, Levine identifies and defines common terms that relate to time, including:

1) The "pace of life" as "the flow or movement of time that people experience…. [that is] characterized by rhythms … sequences… and synchronies"(p. 3); and

2) "Tempo" – a term borrowed from "music theory" meaning the "rate or speed at which a piece is performed" and which "is extremely subjective…. [where] the same is true for human time. We may play the same notes in the same sequence, but there is always the question of tempo. It depends on the person, the task, and the setting" (pp. 3,4).

3)"Duration" or "the time that events last… [where] the perception of duration – the denominator of the tempo equation – resides in the realm of subjective experience" and is influenced by one's "psychological clock, or the speed with which time is perceived to move [which] is distorted by a host of psychological factors" (pp. 27, 28).

With regard to (1) and (2) above, Levine believes that "the pace of life people experience goes beyond tempo" – that it is a "tangled arrangement of cadences, of perpetually changing rhythms, and sequences, stresses and calms, cycles and spikes… [that] may be regular or irregular, and in or out of sync with its surroundings" (p. 25). He further clarifies that "it is the overlaying and interconnectedness of tempo with the many dimensions of social time…. that constitutes the pace of life that people experience" (p. 25). Levine acknowledges the problems associated with "adjusting to an alien tempo" which "can pose as many difficulties as learning to speak a foreign language" (p. 5). He likens this condition to that discussed by Alvin Toffler in "Future Shock" who "addresses the subject of tempo when he speaks of the psychic disruption that is caused by too much damage in too short a time" (p. 4). From his work, Levine concludes that "the number one determinant of a place's tempo is economics…[Therefore,] places with vital economies tend to have faster tempos. The fastest people we found were in the wealthier North American, Nothern European, and Asian nations" (p. 9). Moreover, with regard to (3), Levine believes that "duration" is impacted by "at least five major factors," including: "pleasantness, degree of urgency, the amount of activity, variety, and free-time tasks" (pp. 37 – 48).

Furthermore, Levine references historian Juliet Schor and perspectives included in her 1993 book entitled: "The Overworked American: The Unexpected Decline of Leisure" where she "argues persuasively that the average American has less time to themselves than twenty years ago…[that] this loss of time is not an accident" and uses "evidence that unions in the United States have focused little attention on the question of

working hours, preferring instead to direct their energies toward issues of salary and job security" (Schor, as referenced in Levine, 1997, pp. 142, 143).

Levine recommends that people learn to live as a "multitemporal society" – noting:

> "…many situations are best met by a multitemporal approach requiring a rapid pace of life: speed, attention to the clock, a future orientation, the ability to value time as money. Other domains in life – rest, leisure, the incubation of ideas, social relationships—are more adequately met with a relaxed attitude toward time. The person, or the culture, who combines both modes in a temporal repertoire–or even better, who can draw on a multiplicity of modes– is more likely to be up to all occasions" (p. 219).

In conjunction, Levine references Jeremy Rifkin's 1987 work, "Time Wars" - and specifically Rifkin's discussion of the "dangers of temporal ghettos" - noting Rifkin's perspective that "people who are confined to rigid and temporal bands are underprepared to determine their own futures and political fates" (p. 219). Rifkin believes that "multitemporality" is the way out of "temporal ghettos" [because] …"to have the ability to move quickly when the occasion demands it, to let go when the pressure stops, and to understand the many temporal shades of grey may be the real answer to: Which pace of life is best?" (p. 219). Interestingly, Levine believes that the career of university professor, at least from his own personal experience, provides "temporal mobility" (p. vii).

So where do the time pressures that Levine acknowledges lead? In the 2004 book entitled: "Fighting for Time: Shifting Boundaries of Work and Social Life" sociologists Fuchs Epstein and Kalleberg explore issues related to time and work. They contend that:

> "In modern societies, time designations are often contested by both scholars and ordinary actors in daily life. In fact, the time demands of people's work lives and their private lives have become a persistent topic of debate and negotiation… The intensification of white- as well as blue-collar work has been facilitated by technological developments that have enabled employers to become increasingly sophisticated in their ability to

> monitor and control the amount of time workers spend at work and their activities in the workplace. Associated with increases in working hours are the growing demands of family obligations, a trend due largely to continued increases in female labor-force participation and in the number of dual career families" (p. 2).

In terms of "time norms," Fuchs Epstein and Kalleberg contend:

> "Time norms have consequences for role behaviors during specific time periods. It is obvious that people assume their roles as managers, teachers, or factory workers when they go to the workplace at a particular time of day. Work 'starts' at a time set by tradition or rules, and people become workers when they set foot in the door of the office or factory, often behaving differently than they would if they were acting as a coach for their child's soccer team or helping to fix a car as a neighbor. Similarly, when the work ends, and they leave their places of work to go home, they assume their 'nonwork' roles. Of course, people in some occupations or at various levels of the work hierarchy may take work home, carrying papers in their briefcases, or staying on call through their cell phones or pagers. Thus, time boundaries may activate social roles and terminate them, although there is considerable opportunity for spillover effects. In these instances, time boundaries and activation of roles are highly articulated" (p. 13).

And with regard to the impact of technology on time, Fuchs Epstein writes:

> "…today geographic boundaries and time zones are made less important by the use of email and faxes. Similarly, the use of computers and development of other technology makes work boundaries permeable between younger and older workers and men and women, because most work no longer requires great physical strength and the new technology gives many access to networks they might not otherwise have. Cell phones can make physical location irrelevant; they also, like other technologies, can create permeability between what I call 'role zones' – the categories of time and space allocated to the performance of particular roles. Individuals may retreat from role demands by enclosing themselves in automobiles during long commutes or may use tape recorders and videos to make themselves 'available' to their children when they are not physically present" (Fuchs Esptein, as presented in Fuchs Epstein and Kalleberg, 2004, p. 320).

Furthermore, with regard to time, Ylijoki and Mantyla (2003) propose that:

> "…the 'conflicts in temporal perspectives' (e.g., between 'scheduled time' and 'time-less creative time') are 'closely linked' to profound organizational shifts in universities. These shifts have been associated with concepts such as 'value for money' (Cassin and Morgan, 1992), 'managerialism' (Newson, 1992), the 'knowledge industry' (Polster, 1998), 'academic capitalism' (Slaughter and Leslie, 1997), the 'new public management,' and the transformation of relatively autonomous, self-governing academics into 'managed professionals' and 'state-subsidized entrepreneurs' conforming to the 'fast-zone' tempo of business and politics" (Pels, 2003).
>
> (Ylijoki & Mantyla, 2003, referencing others in Menzies & Newson, 2007, p. 84)

Before departing from the discussions of time presented above, it is important to locate them within the construct of time itself. Specifically, Levine's work cited here was published in 1997. Therefore, the information to follow in this paper that highlights the vast growth in use of the Internet for educational purposes, as well as the rise in use of the Web and societies living more virtually in general, might render Levine's perspectives or conclusions either obsolete or insightful – depending upon specific

vantage points. Certainly, his advocacy for a "multitemporal approach' seems congruent with both the synchronous and asynchronous efficiencies on learning made possible via use of the Internet. Similarly, Fuchs Epstein's discussion of the impact of today's technology on time may likely be more relevant today than when it was written (in 2004) because -- from that point until today – 5 years have elapsed, which is certainly a significant period of time for technology development, improvement, enhancement and merging.

Time Management By Academics

Vaughan (2007) notes that faculty identify "lack of time, support and resources for course redesign" as significant challenges to teaching online. Numerous faculty members who wish to teach online have "…obsolete computers and minimal software, and no funding for upgrades" (Simonson et al., 2006, p. 249). Gumport and Chun (2005) point out that technology improvements will probably not disseminate evenly throughout colleges and universities, due to variations in specific institutional missions and capital constraints. Issues of workload and comp time for faculty teaching online are now being raised. (Shelton & Saltsman, 2005) Thus, one interest area for faculty who teach online that is gaining visibility (as identified in current literature and addressed in the Literature Review section of this proposal) is time management, which I define as the allocation of time to specific activities -- including those associated with teaching online and blended/hybrid courses, among others. As faculty proceed to teach online, managing time may become even more critical if higher education moves more online.

It might be assumed that faculty manage time by using it on activities for institutional recognition or gain. This is problematic for e-learning. Specifically, as the most recent Chronicle of Higher Education Almanac statistics indicate, in 2004 – 05 when asked for their "opinions and attitudes" – i.e., to "note" whether or not the following "Attribute: Faculty members are rewarded for their efforts to use instructional technology" was "very descriptive of [their] own institution" -- only 17.4% of those surveyed in public universities agreed; along with 15.5% in private universities; 19.5% in other 4-year public colleges; 15.2% in other 4-year private colleges; and 24.1% in 2-year public colleges (p. 26).

Please Note: For purposes of information and clarification of verbiage, it is important to note that The Sloan Consortium (Sloan-C) recently started offering an online workshop entitled: "Workload Management Strategies for Online Educators" which "offers strategies enabling online educators to manage time demands while teaching online courses" (Workshop Description, Sloan-C Website, 2009). In this sense, "workload management" roughly equates to "time management" as addressed herein.

Time Management Practices

The importance of attention to time management has been emphasized in business literature (e.g., Billington, 1997; Stauffer, 1997; Raffoni, 2001; Cardwell, 2003; Raffoni, 2006; Schwartz & McCarthy, 2007). Many business prescriptions for managing time effectively exist – practices which include setting goals (e.g., Harvard Business School Press 2006a); examining prioritization and scheduling rationale (Harvard Business School Press 2006b); successfully delegating (Harvard Business School Press 2006d);

stressing the importance of "work-life balance;" (Harvard Business School Press 2006c, 2006e); and using technology effectively, for instance, to reduce travel time (Harvard Business School Press 2006d, 2006e). In addition, categorization of job responsibilities and assignment of time to be spent on each category for proper prioritization of work activities are practices which have been suggested for efficiency in time management (Raffoni, 2001).

Other time management practices include identifying "time robbers," which include: "procrastination;" pursuing "uninteresting or unpleasant tasks;" "fear of failure;" "not knowing where to begin;" "overreaching;" "assum[ing] subordinates' problems;" and holding "time-wasting meetings;" among others (Harvard Business School Press 2006d). "Overreaching" has been cautioned against, as it prohibits a focus on "key responsibilities" and "delegation," among other activities (Michelman, 2005). This concept of "overreaching" may be similar to faculty feelings of inequity in teaching online, such as with respect to workload (e.g., Shelton & Saltsman, 2005) -- for, without some tradeoff, perhaps faculty feel they are "overreaching" beyond their responsibilities -- which may relate to their efforts to manage time. In brief, as has been aptly stated: "The goal of enlightened time management is to allow [one] to spend …. most …. time on work that is truly important, but relatively non-urgent" (Billington, 1997, p, 3).

With regard to the organization of work specifically in academia, Cohen and March (1974) -- in their theories of organizational choice and "garbage can" decision-making in institutions of higher education -- outline the intricacies, complexities and difficulties of decision-making in colleges and universities, given potential ambiguities in reporting relationships among the three constituent groups (faculty, administration

and students) as to how work gets assigned, prioritized and completed. They believe that this situation might create working conditions that complicate how faculty prioritize and, therefore, manage their time. Also: McClain (2003) points out the criticality of effective time management for new professors and believes that the most "difficult challenge" they encounter is implementing the practice of prioritization – and specifically, determining how to "set priorities." And with specific regard to online higher education, Young (2002) notes that "online teaching redefines faculty members' schedules, duties, and relationships with students" and points out that "…many professors [need] to rearrange their daily routines and… [have become] more accessible to students than ever before…" (p. A31) which, again, may require new time management techniques.

The Research Question

To reiterate the information presented above, my definition of time management is the allocation of time to specific activities. In relation to my definition, teaching online successfully--like many other work activities--requires effective time management. Per the perspectives cited herein and for purposes of this study, I operationally define successful time management as implementing institutionally influenced, often self-directed practices that may include (among others): goal-setting, prioritization, delegation, use of supporting technology – including learning the technology and "work-life balance" planning. Thus, the research question proposed for this study is:

> *What is the association between use of the time management practices listed above and faculty perception of success with regard to teaching online and blended/hybrid courses?*

II. Literature Review

> *"I don't know how I manage all of my time. I just do. The online course gets attention about three or four times a day. And there are major tasks within that course because the university thinks it's really important that we incorporate interaction in the online courses."*
>
> (Participant Comment – Interview)

> *"… I have some colleagues who are very opposed to online teaching… for academic reasons, they don't think that it's real education… they're very sensitized to the weaknesses of the mode. And my attitude is, we're supposed to be figuring out how to do this stuff. The tool… will not go away and it's going to become increasingly important for us. So it's part of our future, we might as well… learn how to do it..."*
>
> (Participant Comment – Interview)

Research and perspectives pertaining to my dissertation topic appear below.

Historical Perspectives on the Role of Faculty in Academe

In response to their "concern about the many reports of a slow deterioration in the condition of the nation's faculties and a slow decline in their morale" (p. v), Bowen and Schuster (1986) explored several dimensions comprising the role of faculty. Specifically, with regard to "the quantity and quality of faculty work," they discuss faculty use of time:

> "Faculty members are largely autonomous in use of their time. They are specifically required to be present only for meetings of their classes…. Faculty members are also under some obligation to spend at least several hours a week in office hours and faculty committee meetings. Beyond these minimal obligations they are free at their own discretion to work when and as much as they wish. They are judged by overall performance rather than by the number of working hours. Indeed, one of the priceless benefits of the academic profession is that it gives the individual worker considerable flexibility in the use of time. In this respect, the professor is

> more like a freelance writer or artist than a slave to a time clock.... This latitude is based on the reality that people cannot be forced to think or to be creative by controlling their hours of work. People may sit for hours in an office without ever having an idea or being creative, and they may get their best ideas while having lunch with a colleague, walking in the woods, or vacationing in Europe. And the best teaching may take place over coffee or on a picnic. In the academic world, the distinction between work and leisure is fuzzy. The discretionary nature of academic work does sometimes result in unconscionable shirking and occasionally in outrageous abuses related either to plain laziness and indifference or to excessive engagement in outside remunerative work" (p. 72).

Upon examination of "innumerable studies of the use of faculty time" -- including studies by the National Education Association, the National Science Foundation, and others -- Bowen and Schuster (1986) stated:

> "….one can only conclude that for the great majority the time expended is at least comparable with that of persons who have rigidly enforced work schedules…The many studies of faculty work loads show almost uniformly that faculty members on the average put in considerably more than the 36-hour week that has become the average for all workers in non-agricultural employment. Many report average hours per week in the range of 55 to 62, and some of course exceed these averages…. Our reading of the facts, based on data from the sources we have cited and many others as well, is that the American professoriate as a whole works at least as long as comparable workers in other industries. Because faculty members are not subject to rigidly specified working hours and because they are not bound to carry on their work at specified work places but may work at home, in the library, in the laboratory, and at other places, they are peculiarly vulnerable to the charge of loafing. As in all organizations, some individuals do not carry their weight. But faculty members by and large work long hours and, it may be added, they work hard" (pp. 72, 74, 75).

In analysis and interpretation of data from the research activities that comprised the Carnegie Foundation for the Advancement of Teaching's 1984 Faculty Survey, Clark (1987) addressed the many commitments that faculty hold – primarily related to teaching and research – and pointed out:

> "…the blend of activities includes a blurring of home and office… Thinking can be difficult in a busy office. Consequently, many professors work their way toward schedules of work and conditions of space and quiet that allow them to stay home some of the time, whether to prepare a lecture, write an article, call a colleague, or just do nothing while a good thought is supposedly percolating. A professor who is generally at a desk in an academic office may also appear to be a monument of indifference, even casual laziness, while actually in concentrated pursuit of daily work… how then can we best grasp the 'work load' of academics? Professors, administrators, and trustees alike nearly always define it as the amount of time spent in the classroom – the 'teaching load'… 'Research load,' on the contrary, is not in the vocabulary. Research time may be mandated in the long run, where it is required for retention and promotion, but in the here and now it is not a formal duty. It is done in the time freed from teaching" (pp. 71, 72).

It is important to note here that these perceptions of the role of faculty were important perceptions of how faculty do and should traditionally use their time. Yet, with the advent of the Internet and e-learning, it is necessary to question: Are these conceptions in any way now obsolete? Specifically: "Faculty members are unfamiliar with the interactive and individualized nature of distance education, uncertain about their own roles, and concerned about not only their students' well-being but also their own careers. Distance learning is more labor intensive for faculty because of the new levels of 24/7 service it demands" (Levine & Sun, as noted in Baer et al., 2003, p. 23).

Finally, with regard to changing roles, Lindholm et al. (2005) report:

> "One of the most rapidly changing aspects of faculty work is in the area of technology use. Nearly two-thirds (65 percent) of today's faculty report that, in the past two years, they have placed or collected assignments on the Internet. Substantially fewer, however, have used online instruction in "most" or "all" of their classes (14 percent) or taught a course exclusively online on the Internet (13 percent). Despite the fact that roughly three-quarters (76 percent) of faculty feel that their institution provides adequate support for integrating technology into their teaching, keeping up with technology is still a source of stress for 58 percent" (p. 20).

A Definition of Online and Blended Learning

There are terms used as part of the language associated with learning via the Internet and relevant technologies – and many are used interchangeably. Major terms are described here. "Distance education" is "institution-based, formal education where the learning group is separated geographically and where interactive telecommunications systems are used to connect learners, resources and instructors" (Simonson, Smaldino, Albright & Zvacek, 2003, as quoted by Moreland & Saleh, 2007, p. 53). "E-learning," is an overall term that encompasses specific technological components used in learning such as email, instant messaging, real time chat (or Internet relay chat/IRC), discussion boards, video conferencing, audio and video streaming, listservs, blogs, and wikis, among others. (Watkins & Corry, 2005)

As such, Allen and Seaman (2007) define various types of courses within the following categories:

5) "Traditional: Course with no online technology used – content is delivered in writing or orally."

6) "Web-Facilitated: Course that uses web-based technology to facilitate what is essentially a face-to-face course [only 1 – 29% online]. Uses a course management system (CMS) or web pages to post the syllabus and assignments, for example."

7) "Blended/Hybrid: Course that blends online and face-to-face delivery. Substantial proportion of the content is delivered online [30 – 79%], typically uses online discussions, and typically has some face-to-face meetings."

8) "Online: A course where most or all of the content is delivered online [80+%]. Typically has no face-to-face meetings."

(p. 4)

In comparison, Bonk and Graham (2006) provide a "working definition" of "blended learning" as "….the combination of instruction from two historically separate models of teaching and learning: traditional face-to-face learning systems and distributed learning systems" that "also emphasizes the central role of computer-based technologies in blended learning" (p. 155). They cite six reasons why blended learning may be implemented, which include: "pedagogical richness; access to knowledge; social interaction; personal agency; cost effectiveness; and ease of revision" (Osguthorpe & Graham, 2003, as noted in Bonk & Graham, 2006, p. 155).

Barbara Ross and Karen Gage of WebCT, comment on the meaning of blended learning, with "insight from WebCT and our customers in higher education" – specifically: "To convey more specific flavors of blended learning, we often hear terms like Web enhanced, technology enhanced, hybrid, or fully online. Blended learning encompasses a spectrum of learning modes that range from the traditional face-to-face classroom to fully online degree programs. Across this broad range, WebCT has observed three major flavors of blended learning among our customer base in higher education:

1) "Web-supplemented or technology-enhanced courses, which add supplementary online components to a traditional course without changing the amount of time that students spend face-to-face with instructors. These courses may leverage technology to enable more convenient and efficient handling of administrative aspects of the course or add more instructional activities online."

2) "Hybrid or reduced face-time courses. Hybrid courses reduce the amount of face-to-face and in-class time and replace it with online learning activities. This can range from a course where labs are conducted online to a course where one or more days of class time are eliminated and replaced with online course work."

3) "Blended programs or degrees. A hybrid or blended degree program means that a student is not a 'traditional student' or an 'online student' but has the freedom to choose from all types of courses to earn a degree: some are blended, some are face-to-face, and some fully online."

(Ross & Gage as quoted in Bonk & Graham, 2006, pp. 155, 156)

Furthermore, they clarify: "Of the three blended learning flavors, the hybrid or reduced-face-time course is in many ways the most innovative path, the most difficult to achieve, and where the greatest reward may lie in the long run. Hybrid courses do not fit easily into the organizational structure of higher education administration, and they require faculty to rethink the ways they teach. However, we believe that offering hybrid courses is potentially the best way to improve student learning outcomes" (Ross & Gage as quoted in Bonk & Graham, 2006, p. 156).

Obviously, technology is central to online and blended learning, and it is creating a revolution in how higher education can be delivered. "…Technology has affected or is likely to affect many dimensions of higher education, including the nature of knowledge, the nature of teaching and learning, and the organization of teaching and learning" (Gumport & Chun, 2005, p. 412). It has been noted that online enrollment is "skyrocketing" (Golden, 2006). It is no wonder, as Bastedo (2005) notes the attractive benefits of distance education for students living far from colleges and university sites interested in completing coursework from specific institutions.

According to research by Eduventures, a Boston-based research and analysis firm for the education industry: "…Enrollment in degree granting institutions is growing… Much of that growth comes from students who take their courses online… and… more than one-third of online enrollments occur at for-profit institutions" (Eduventures, as referenced by Blumenstyk, 2005, p. A11). And a report by the U.S. Dept. of Education

states that over 3 million students pursue higher education degrees online and might never be physically located at an institution. (Tabs, 2003, as referenced in Gumport & Chun, 2005, p. 408)

A recent Sloan Consortium report indicates that "40% - 60% of schools with traditional courses also offer online courses and programs" (Simonson et al., 2006, p. vii). And in the 2008 report published by the Sloan Consortium entitled: "Staying the Course: Online Education in the United States," Allen and Seaman indicate: "Online enrollments have continued to grow at rates far in excess of the total higher education student population, with the most recent data demonstrating no signs of slowing" --

1) "Over 3.9 million students were taking at least one online course during the Fall 2007 term; a 12 percent increase over the number reported the previous year."

2) "The 12.9 percent growth rate for online enrollments far exceeds the 1.2 percent growth rate of the overall higher education student population.

3) "Over twenty percent of all U.S. higher education students were taking at least one online course in the fall of 2007."

(p. 1)

In addition, they report: "The number of students taking at least one online course continues to expand at a rate far in excess of the growth of overall higher education enrollments…[and] the number of online students has more than doubled in the five years since the first Sloan survey on online learning" (p. 5). Furthermore, they reveal that "online enrollments have seen steady growth, as has the number of institutions with online program offerings. This growth is not concentrated in a few discipline areas; it is seen across almost all disciplines" –

1) "There is roughly equal penetration for seven of the eight major discipline areas being examined."

2) "Engineering is the only discipline area where online representation is much lower than for other areas."

3) "Public institutions have the highest penetration rates for all disciplines other than engineering."

4) "Associate's institutions have a wide lead in online penetration for psychology, social sciences, and liberal arts."

(p. 3)

Disciplines examined included:

- Business
- Liberal arts and sciences, general studies, humanities
- Health professions and related sciences
- Education
- Computer and information sciences
- Social sciences and history
- Psychology
- Engineering

(p. 12)

Finally, Allen and Seaman report: "The results show that institutions believe that the economic changes will have a positive impact on overall enrollments and that specific aspects of an economic downturn resonate closely with increasing demand for online courses with specific types of schools" (p. 8). They also predict that increasing fuel costs will bring greater enrollments in online education (p. 10) and that "expanding the geographic reach of institutions is a primary reason for entering online education [where] almost three-quarters of all institutions agree or strongly agree on this" (p. 15).

The Gartner Group predicts that: "By 2010, 50% of all college and university classes that do not include assessment of the classroom-based experience will meet only to proctor exams" (2006, p. 2). In addition, the Gartner Group foresees that: "By 2011, 20% of primary and secondary school curriculum will be developed with e-learning as a primary tactic" (2006, p. 4). CNN also reported that, in 2006, one in every six students

enrolled in postsecondary education had taken an online course and that, in the fall of 2005, there had been an increase of almost 40% in students taking online courses over the prior year (CNN, as cited in Fenton & Watkins, 2007, p. 3). Therefore, it may be surmised that more students will enter postsecondary education expecting, if not demanding, e-learning options.

Some of the advantages of distance education noted by Berge (1998) include:

1) "Distance education provides an exciting infrastructure that can be used for course delivery."

2) "The technology being used for distance education is cross-platform. Today's distance education technology is accessible to nearly any user with a computer and an Internet connection."

3) "Access to the Internet and university servers is widely available with standard interfaces."

4) "Online education can be flexible, accessible, and convenient for students."

5) "There can often be institutional cost savings and time savings over traditional place-based education."

6) "There are often advantages to the instructor, such as ease in updating and revising courses."

(Berge, 1998, as noted in Moreland & Saleh, 2007, p. 54)

Laff (2008) reports that 94% of executives recently surveyed indicated their companies offer college tuition reimbursement programs. Laff cites Brett Good, District President of Robert Half, who believes that it is completely understandable why many companies continue to support higher education: "Given the lower delivery costs associated with online learning and greater access to education, it will not be as expensive to permit an employee to enroll in a course that is outside… daily responsibilities" (p. 14).

The Learner in Online and Blended/Hybrid Education

Specific student learning styles, preferences and performance cannot be discounted as a factor in whether or not online and blended/hybrid educational programs will continue to proliferate. The success of online universities – such as (1) Open University Malaysia (OUM) – "with over 79,000 students in 70 academic programmes in its eighth year of operations" (OUM Website, 2009), where "blended learning is and will be the main form of pedagogical orientation" (Bonk & Graham, 2006, p. 323) and (2) the University of Phoenix (which includes the University of Phoenix Online) which claims to be "the largest private university in North America" and to have "one of the leading online learning formats that enables students to learn almost anywhere, at any time" (University of Phoenix website, 2009) stand as evidence that, while they may not be the preferred or best method for all, there certainly is sizable demand for online and blended higher education. Indeed, research conducted at the Harvard Business School "…indicated that student interaction and satisfaction improved when e-learning options were added to traditional forms of learning (DeLacy & Leonard, 2002, as referenced in Bonk & Graham, 2006, p. 313). This is not surprising, considering the circumstances:

> "Even before the 'web generation' reached college age, about half of all college students took some of their classes from more than one institution…. This phenomenon, termed "swirling," is sure to intensify, as on-campus students expect not only high-speed Internet access and web-friendly courses, but also access to other institutions' courses to satisfy their educational needs….. [and] many states are creating multi-institutional consortia to avoid duplication of investment in technology-driven curricula. So, as students swirl and institutions work together to serve them, one institution's faculty, or one individual faculty member, no longer directly guides a student's educational experience. As a result, new ways of awarding credentials need to evolve" (Johnstone, Ewell & Paulson, 2003, as referenced in Bonk & Graham, 2006, p. 313).

Who Are Online Faculty and What Motivates or Inhibits Them?

It is estimated that there are more than 50,000 US online instructors (Varvel, 2007). The Sloan Consortium identified "Five Pillars of Quality Online Education" to be "learning effectiveness, student satisfaction, faculty satisfaction, cost effectiveness, and access" (Lorenzo & Moore, 2002; as cited by Stover, 2005, p. 1). As such, online instructors have several roles: "(1) pedagogical role: encouraging students' knowledge sharing and knowledge building through interactive discussion, designing a variety of educational experiences, providing feedback, and referring to external resources or experts in the field; (2) social role: promoting a friendly environment and community feelings to support student cognitive learning processes; (3) managerial role: coordinating assignments, managing online discussion forums, and handling overall course structure; and (4) technical role: referring students to technical support resources, addressing technical concerns, diagnosing and clarifying problems encountered, and allowing students sufficient time to learn new programs" (Berge, 1995; Liu, Bonk, Magjuka, Le & Su, 2005; as cited in Li, 2007, p. 318).

There are differences between faculty who prefer teaching online over face-to-face. Insight into what attracts faculty to teach online includes: "Increased access to/by students; increased opportunities for high quality interaction with students; flexibility and convenience of teaching and learning; increased knowledge of and experience with educational technologies; opportunities for research and professional recognition; and positive student outcomes" (Thompson, 2003, as noted by Li, 2007, p. 315).

According to a recent study by the Sloan Consortium:

1) "Sixty-five percent of higher education institutions report that they are using primarily core faculty to teach their online courses, compared to 62% that report they are using primarily core faculty to teach their face-to-face courses."

2) "Seventy-four percent of public colleges report that their online courses are taught by core faculty, as opposed to only 61% for their face-to-face courses."

3) "Except for the largest schools (15,000+ enrollment), all-sized schools report an equal or greater rate of online courses being taught primarily by core faculty compared to their face-to-face courses."

(Sloan Consortium, 2005, p. 4)

In an examination of findings from Kelly's (2006) anecdotal study of faculty teaching online, "initial conclusions" were drawn, some of which are presented below:

- "Online educators represent a broad demographic"
- "Online educators follow many different career paths to distance education"
- "Online educators enjoy the lifestyle advantages of working virtually"
- "Online educators have overcome initial skepticism"
- "Online educators realize psychological rewards from teaching"
- "Online educators have definite views of distance education that they want to share with others"

(Kelly, 2006)

Rockwell et al. (2002) found that "…the primary incentives for faculty involvement [in teaching online] centered on personal rewards, including opportunities to provide innovative instruction and self-gratification or fulfilling a personal desire to teach" (Rockwell et al., 2002, as noted in Bruner, 2007, p. 2). And Wolcott (1999) found that "…most faculty members were not motivated to teach distance education courses by promise of stipend, merit pay, promotion or award, but instead to fulfill several personal

or socially derived benefits, the top five of which are: a) the ability to reach new audiences that cannot attend class on campus; b) the opportunity to develop new ideas; c) a personal motivation to use technology; d) an intellectual challenge; and e) overall job satisfaction" (Wolcott, 1999, as noted in Bruner 2007, p. 2).

Wolcott also found that faculty viewed distance education opportunities as a means to distinguish themselves, become better known locally and across the country, and attain consulting opportunities. (Wolcott, 1999, as referenced in Bruner, 2007) Similarly, Rockwell (2002) verified that teaching online brings opportunities for faculty recognition --- including peer recognition -- and greater professional opportunities. (Rockwell, 2002, as noted in Bruner, 2007) Interestingly, Rockwell felt that some faculty will actually seek out online education because they believe it will result in a "decreased workload." (Rockwell, 2002, as noted in Bruner, 2007)

While Bruner (2007) references Rockwell's perspective that faculty may not be motivated to pursue distance education for monetary rewards, he also notes that Parker (2003) believes "…compensation is indeed an incentive" (p. 2). A study conducted by the National Education Agency "…showed that while 75% of faculty currently hold positive feelings about distance learning, only 63% of distance learning faculty are compensated for a distance learning course as if it were a normal course" (Huett, et al., 2004, p. 260). Possible faculty "inhibitors" to teaching online include: "faculty concerns about time requirements" (Rockwell et al., 1999, as noted by Bruner, 2007, p. 3), as well as validation of time concerns that even though preparation time drops over repeated semesters, up to 30 percent of faculty believed they still needed extra preparation time in their third semester of offering an online course. (Pachnowski & Jurcyzk, 2003) It was

also reported that "…developing a distance education course takes 2-3 times as long as a traditional course and teaching the course takes substantially greater time than a traditional one" (AAUP, 2002, as noted in Bruner, 2007, p. 3). Others have "…noted the increased amount of time and effort faculty members were required to commit to preparation" (Wolcott & Betts, 1999, as noted in Bruner, 2007, p. 3). Therefore, distance education faculty may need additional support during their first semester to convert classroom-based courses to online education and to manage their time. (Pachnowski & Jurczyk, 2003)

So what are impediments to growth in online and blended/hybrid education?

> "Many barriers to distributed education arise from resistance to change; others represent serious academic and financial concerns. For example, faculty members—fearing that a college education may lose its personal touch or even that they may lose their jobs—may be ill disposed to buy in. Financing distributed education is expensive, even when a digital infrastructure already exists, and often requires up-front capital expenditures. Competitive salaries for technology professionals represent a large ongoing expense. Distributed learning challenges institutions to look not only at new ways of doing what they have always done, but also at doing new things. The process by which constituencies are involved in this transformation will likely determine its outcome..."
>
> (Oblinger & Barone, as noted in Baer et al., 2003, p. 3)

Indeed, some schools are now trying to examine faculty feelings toward adopting online educational activities. It has been noted that "faculty inhibition" for distance education may be related to a "…perceived lack of face-to-face interaction with students and the preference for traditional student-teacher interaction" (Wolcott, 1999; Wilson, 2001; as noted in Bruner 2007, p. 3). However, there is "…substantial evidence that the amount of interaction, at least with computer-based distance education, actually increases. [In one finding]… because of the individualized nature of email

communication, interactions were more numerous and personalized than in many traditional courses" (AAUP, 2002, as noted in Bruner, 2007, p. 3). Bradburn (2002) reported similar findings: "…faculty teaching distance education classes held more office hours per week than those who did not teach distance education" (Bradburn, 2002, as referenced in Bruner, 2007, p. 3). Bruner also noted: "Ironically, the increase in student-teacher interaction may be viewed as a disincentive" (2007, p. 3).

Interestingly, students' views on professors' competence may be related to use of technology. In a study conducted using undergraduate participants from a medium-sized public university in the Midwest, Adibifar (2003) found "…no relationship between perceived professors' credibility and students' gender, age, years in school, and majors. However, there was a positive relationship between perceived credibility as it relates to [professor's use of] technology and students' expected grade and prior computer skills. Results also indicated that although students favor more use of technology in teaching, they still see traditional lecturing and use of blackboards as positive methods of teaching… In addition, the findings revealed that students' perceptions of professors' credibility are related to the types of technology used and how effectively the technology is used in teaching…" (pp. iii, iv). Adibifar concluded:

> "The findings of this study support the notion that technological skills and competence are valued status characteristics that influence expectations…. Professors' credibility is worthy of attention because professors' perceived credibility has a major impact on students' learning as well as professors' own teaching performance. Generally, professors perceived as having high credibility are capable of increasing students' motivation, their drive to succeed, and their overall academic performance… this study found that the more credible professors were the ones who used more technology and also who were able to use visual aids effectively" (pp. 96, 97, 98).

In the annual report entitled: "Making the Grade: Online Education in the United

States -- 2006," survey results indicated the following:

- "Only 4.6 percent of Chief Academic Officers agreed that there are no significant barriers to widespread adoption of online learning."
- "Nearly two-thirds of the academic leaders cite the need for more discipline on the part of online students as a critical barrier."
- "Faculty issues, both acceptance of online and the need for greater time and effort to teach online, are also important barriers."
- "Neither a perceived lack of demand on the part of potential students nor the acceptance of an online degree by potential employers was seen as a critical barrier."

(p. 3)

As noted earlier, "time constraints" and "excessive workload" have been cited as impediments to instructing online (Reeves, 2003, as noted in Amiel & Orey, 2006-07, p. 32). Rockwell et al. (1999) echo that a perceived barrier by faculty includes lack of time: "time requirements, time taken from research, training requirements, and developing effective technology skills" (Rockwell et al., 1999, as presented in Amiel & Orey, 2006-07, p. 32). Others have also emphasized that teaching online is believed to be more time intensive than classroom-based education (Mahesh & McIsaac, 1999; Palloff & Pratt, 1999; and Visser, 2000; as noted in Amiel & Orey, 2006-07, p. 32).

In a study of 116 community college faculty members and division chairpersons, issues of workload, compensation and quality of online courses were prevalent. (O'Quinn & Corry, 2002) Thus, the belief that distance education courses take more time than classroom-based courses may be becoming more prevalent, as well as the feeling that the extra effort is not officially recognized by the respective institutions. (Wolcott, 1998, as noted in Amiel & Orey, 2006-07) As referenced earlier, related faculty issues include: "incentives and compensation for their [online] efforts, the motivation to design and

deploy an online course, confidence in their technical abilities to design and maintain an online environment, and recognition of their efforts" (Smith, Ferguson & Caris, 2001; Wolcott, 1998; as noted in Amiel & Orey, 2006-07, p. 32). There is also an opinion that there is little tangible research on the issue of faculty workload in distance education, besides a small number of "notable exceptions" (Collins, Winnips, & Moonen, 2000; DiBiase, 2000; Visser, 2000; as noted in Amiel & Orey, 2006-07, p. 32), and reports on these workload issues have "been based on belief or observations rather than concrete data" (Paulson, 2002; Wolcott, 1998; as noted in Amiel & Orey, 2006-07, p. 32).

Technology Changes and Faculty Development

Technology changes eventually become accepted in society, but at different rates by different groups (Moore, "Technology Adoption Lifecycle," 2002, pp. 9 – 15). With regard to technology adoption, Abrahams (2004) simplified this concept in a glossary for his higher education study, stating: "Individuals in a social system do not adopt an innovation at the same rate. Rather, they adopt in an over – time sequence, so that individuals can be classified into adoption categories on the basis of when they first begin to use the innovation" per the following categories:

1) "Innovators" or "Early Adopters" are "those who tend to adopt changes quickly"

2) "Early Majority" and "Late Majority" who "represent the mainstream user" – they "adopt changes based on proven and mature technology"

3) "Laggards – who are "the last to adopt [technology], and some never adopt a change"

(p. 230)

With specific regard to academia, Bruner points out that faculty who are "early adopters" of technology may be more "predisposed" to utilize distance learning alternatives in their courses (Jacobsen, 1998, as cited by Bruner, 2007, p. 2). Bruner also acknowledges Parker (2003) – noting that, for faculty who are not technology "early adopters," perhaps motivation to move to online teaching may "…parallel the same reasons why faculty teach traditional courses -- for intrinsic rewards" such as "self-satisfaction and flexible scheduling" (2007, p. 2). Ferdig and Dawson (2006) point out that faculty members in technology disciplines may be more prepared to teach online. However, they acknowledge that in order to launch online learning options, perhaps it is necessary to do so somewhat prematurely -- "…the adage of 'aim, shoot, ready' works very well for getting such programs off the ground" (Ferdig & Dawson, 2006, p. 34).

One question that flows out of this discussion is whether or not faculty members are able to objectively assess their attitude and approach toward new technology. Does it make them uncomfortable and, if so, are they perhaps in a group with the wrong "psychographic profile" (Moore, 2002, p. 11) for them to be pursuing online teaching until it has become more widely mainstreamed? Are they "overreaching" (Michelman, 2005) to teach online courses unless they are comfortable with rapid technological innovation? Current and forthcoming online education technologies (e.g., "intelligent agents") offer the need for technological change, but also the possibility for greater efficiency for online faculty (Li, 2007), which may provide ways to improve time management of teaching activities. And "advances" like "the latest multimedia wizardry" (including "game-based learning, simulation, and virtual reality") "…have produced invaluable achievements, including just-in-time training and advanced degrees

to individuals around the globe" (Harris, 2008, p. 61).

With regard to use of technology for successful time management, literature describes the use of faculty groups (face-to-face or via virtual communities of inquiry) for solving issues related to development and delivery of online education, including organization of support groups for helping faculty learn about online technologies (e.g., White & Myers, 2001; Wenger, 1999, as referenced in Fey et al., 2007, p. 33). These groups may demonstrate the current business concept of "interconnectivity:" "Real-time electronic collaboration is so new that many companies have yet to grasp how it can revolutionize decision-making… By taking advantage of the connectivity born of e-mail, the Internet, and the World Wide Web, and information-sharing software… managers can merge their knowledge bases and decision-making capabilities to consider problems faster and at an earlier stage than was previously possible… This collaboration changes more than just the speed at which decisions are made; it changes how they are made…" (Harvard Business School Press: Results-Driven Manager Series, 2005, pp. 89-90). And with regard to use of technology, Robertson (2008) points out that faculty "overload" may be addressed through effective use of course management systems (CMS's), as well as facilitation of non-teacher instructional content (NIC) and non-teacher instructional feedback (NIF) – both of which can be accomplished by using "electronically mediated agorae" such as CMS discussion boards and Web 2.0 social networking sites (p. 6).

As a major example of collaboration by academic professionals, the "Multimedia Educational Resource for Learning and Online Teaching" (MERLOT) is a group of "higher education… college professors, instructional designers, and administrators who share and peer-evaluate their Web resources and materials ….[MERLOT has] …more

than twenty-six thousand members and over twelve thousand contributed materials" (Bonk & Graham, 2006, p. 552). In a higher education survey of 562 MERLOT members conducted in 2003 - 2004, "…93 percent of the respondents were already using blended learning in some way… However, the use of blended learning was still modest for most of these individuals. More specifically, more than six in ten participants were using blended learning for 20% or less of their campus courses" (Bonk & Graham, 2006, pp. 553-54).

Barriers to Technology Implementation

The technology perspectives identified here are especially relevant, as faculty must invest time in learning how to use online education technologies – particularly, for learning functionality of online course management systems that make delivery of online courses possible -- as some faculty have little or no experience with teaching online (Varvel, 2007). And, as noted previously, some "time robbers" are now alleviated by use (or more efficient use) of technology, such as appropriate labeling of the "subject" header for emails to allow for easy prioritization and subsequent scheduling of actions/responses to inbox emails by the recipient, which helps structure daily work activities. (Harvard Business School Press, 2006d) However, without the appropriate technology training, faculty misuse of technology may actually impede student learning. (Young, 2004) A potential positive exists here, though -- integrating technology that students are familiar with (such as iPods) may prove to be beneficial. (Read, 2005)

In a study conducted at the University of Minnesota at Moorehead, faculty, administrators and staff "…identified and rated 99 issues [pertaining] to web-based

technology instruction…. [and] the major issues to the use of technology in instruction" identified were:

1) "Lack of support and commitment from administration to assist faculty. Faculty felt that the technology must be ready and working."

2) "Time was needed to create, become proficient, implement, maintain and update web sites and courses in order for [technology] to be effective in the classroom."

3) "Required technology must be user-friendly, fast and working."

(Abrahams, 2004, abstract and p. 147)

Issues were grouped into 11 "issue clusters." The two issue clusters with the "highest average rating of importance" were: "Leadership and Support" and "Faculty Issues." With regard to the "Leadership and Support" cluster, "…the issues ranked most important by faculty" were:

1) "Support and commitment from administration to assist faculty in making the classroom 'ready and working.' "

2) "Developmental funding for curriculum and equipment."

3) "Need [for] up-to-date equipment."

(Abrahams, 2004, p. 131 – 2)

Via further cluster analysis here, Abrahams concluded that: "…upper management at the institution [had] not committed resources on a university level to support the use of technology in instruction" (2004, p. 134).

With regard to "Faculty Issues," four "barriers" were identified within this cluster:

1) "Information"
2) "Technological Support"
3) "Resistance to change"
4) "Infrastructure"

(Abrahams, 2004, p. 135)

Abrahams noted here that: "By far, the largest barrier to technology adoption was the lack of information/knowledge of the technology… and how it would be used… by faculty" (2004, p. 135). Abrahams concluded: "Institutions are not only able to identify and prioritize the issues inhibiting the adoption of technology in instruction, but are also able to identify the barriers affecting faculty decisions to adopt instruction technology. This view of the problems of technology adoption provides an institution with a better understanding of the problems and enables them to develop more affective plans to overcome issues and barriers affecting faculty use of technology in instruction" (2004, pp. 142, 143).

A Final Note: Barriers related to academic roles being redefined in online education may be more problematic than barriers related to technological implementation. As an example, Levine and Sun (2003) point out that the age-old practice of allowing faculty to maintain control over course content (e.g., their lecture notes) becomes an issue when trying to foster distance education models.

Suggestions for Improvement of Online Education

Literature on the implementation of online education programs offers suggestions for improving the quality of instruction and, hence, the satisfaction of both instructors and students. As for the importance of faculty training in online education methodologies, Wenger refers to a "competent membership" among instructors to include "mutual engagement," "joint enterprise" and a "shared repertoire" (Wenger, 1999, as referenced in Fey et al, 2007, p. 33). Similarly, Almala (2006) notes the importance of "well-trained faculty" for developing quality e-learning.

Fey et al. (2007) cite efforts to provide technology assistance and "mentoring" of faculty new to distance education by those who are experienced in the field. They point out that conferences (both in person and via telephone) will be necessary in order to offer online programs by faculty working with curriculum developers. They emphasize the importance of instructors sharing evaluations with curriculum development teams so that real-time adjustments in existing and proposed online courses will be made. Fey et al. also cite realities of budget cuts that make online learning appear favorable and possibilities of "interinstitutional collaboration" in developing online education. Simonson et al. (2006) point out that most colleges and universities "…do not employ trained, professional 'instructional' technology consultants… to assist faculty…. and… many of those that do instinctively target these positions for elimination when budgets get tight" (p. 249). Perhaps the value of having these consultants available to support online education faculty in their endeavors is being underestimated.

With regard to addressing quality issues in delivery of online higher education, Slagter van Tryon and Bishop (2006) refer to "e-mmediacy strategies" that online instructors should employ to process the formal and informal feedback of students. They note that "…the expert-recommended e-mmediacy strategies… suggest ways to build back into the online environment the redundancies necessary to guide instructional communications so that a class's group structure can develop as naturally as it does when a class meets face-to-face" (p. 59). Berge (1998) notes that faculty should be expected to teach online courses and suggests that universities create a position that combines a "project manager, salesperson, instructor and developer" to "ease others through the distance education courses" (Berge, 1998, as referenced in Moreland &

Saleh, 2007, pp. 54, 55). Moreland and Saleh (2007) suggest that, in order for distance education to be effective, colleges and universities should hire and train faculty on the technology component, make a concerted commitment to distance education, and emphasize importance of assessment.

Moreland and Saleh contend that distance education programs must be interactive in order for them to be beneficial. They point out that, whether face-to-face or online, it is imperative that instructors know their students. They believe that "the quality of time spent in distance learning is likely to be comparable to or greater than time spent in campus classrooms" (p. 58). They emphasize that there must be "co-ownership with the distance education program" by faculty in order for it to succeed and stress the importance of fostering a "critical mass" in support of distance education – with access to assistance/expertise in technology that must be planned (p. 58).

In a study of "current practices and procedures of distance education at selected institutions of higher education in Ohio," it was concluded (among other things) that:

- "Distance education programs are often implemented without conducting a needs assessment. None of the institutions surveyed indicated that formal internal or external needs assessments were completed."

- "There is little consistency as to how courses get approved for distance delivery. While some institutions employed a hierarchical approval procedure, others seemed to operate more on a 'who is willing to participate' basis…"

- "Delivery methods appear to be selected based on the availability of technology as opposed to a systematic design process…"

- "Instructors generally teach distance education courses based on their willingness rather than their expertise… Faculty members often need help getting started when teaching a course in a different manner than which they are accustomed. Unfortunately, most of the programs surveyed provide little or no training of instructors."

(Compora, 2003, pp. 6, 7)

Obviously, faculty training and support is critical for teaching online, but it appears there may be increasing evidence of a current lack of support. (Shelton & Saltsman, 2005) Porter (2004) makes recommendations for university professionals managing online learning, including committing to quality and credibility, treating online faculty with respect, marketing online and regular classes uniquely – not against each other, and arranging meetings between online and regular faculty for info-sharing. Mendenhall (2007) notes that some faculty members believe it is more time intensive to teach online courses because they have greater contact with their students (both via telephone and email). As Singleton states of distance education: "Unlike the traditional classroom requirement that every student, regardless of talent or experience, master the same content in the same order in a single timeframe, the new, customized education model turns the old model upside down. Now the needs of the students drive the curriculum and the instruction" (2007, p. 3).

Graham and Robison (2007) note: "The possibilities available through blended learning have the potential to help instructors re-conceptualize the teaching and learning relationship and transform their teaching practices… to a more active learning centered model" (p. 85). However, Li (2007) emphasizes that existing platforms for managing online courses are not as efficient as they could be and that intelligent-agent technologies are advancing quickly, but are not being readily integrated into these platforms. Particularly, Li notes the potential mentoring capabilities of these new technologies -- which could significantly reduce instructor workload in assisting individual students. And in a study regarding technology use of faculty members within the University of North Dakota system, Georgina and Olsen (2008) reported "the results of the study

showed significant correlations between technology literacy and pedagogical practice integration. The results also revealed that faculty technology training may be maximized for the integration of pedagogy by using the training strategy of small group faculty forums with a trainer" (p. 1).

Summary

Online teaching continues to present opportunities and issues. As a field of education, it is still evolving and "…everyone involved in online teaching and training is still learning" (Judd, as quoted in Dahl, 2005, p. 6). Importance of sound teaching principles, therefore, must be stressed, along with "time-saving strategies" for online education because: "An online course is labor-intensive for all involved, and course design strategies will help decrease the workload" (Judd, as quoted by Dahl, 2005, p. 6). But as Barth (2004) notes, online education "…need not be an all or nothing proposition" – hybrid (or blended) learning models will keep the "face-to-face component" for a portion of the time. And shared institution models for online education will evolve -- specifically, the Gartner Group estimates that: "By 2010, 50% of higher education institutions will consider shared services as a means to ease both budget and staffing challenges," meaning more collaboration between institutions of higher education, better IT staff retention, and more cross-institutional careers (2006, p. 3).

III. Research Methodology

A qualitative study was proposed for this dissertation. As such, this section will begin with a brief introduction to some of the components of qualitative research.

Overview of Qualitative Research

Numerous theories/paradigms/approaches toward qualitative research exist and have evolved over time. Rubin and Rubin (2005) provide a succinct, informative summary of these approaches, which appears below:

> Positivist Theory: Assumes that "…uniform, precise rules…organize social behavior… The language of positivism is a numeric one; the goal is a series of statistical equations that explain and predict human behavior… Positivists presuppose that knowledge is politically and socially neutral and is achieved by following a rigid plan for gathering information… Positivists assume that objects and events that researchers study exist independently of people's perceptions and hence there can be only one [objective] version that is true" (p. 23).
>
> Critical Theory: "…emphasizes the importance of discovering and rectifying societal problems. Rather than advocating neutrality, critical researchers emphasize action research, arguing that research should redress past oppression, bring problems to light, and help minorities, the poor, the sidelined, and the silenced… knowledge is subjective [and the]… insistence on subjectivity is sometimes called 'standpoint theory' because the theory emphasizes whose standpoint or point of view [one is] taking" (p. 25).
>
> Feminist Theory: "…pays particularly close attention to issues of dominance and submission and how these issues affect understanding" (Anderson & Jack, 1991; Devault, 1990; Edwards & Ribbens, 1998; Gluck & Patai, 1991; Harding, 1991; hooks, 1989; Oakley, 1981; Reinharz, 1992; and Reissman, 1987; as referred to in Rubin & Rubin, 2005, p. 26).

> Postmodernist Theory: "…reject[s] much of positivism. Postmodernism assumes that reality is not fully knowable and that truth is impossible to define… Rather than accepting that there is one correct view as the positivists do, postmodernists argue that the researcher's view is only one among many and has no more legitimacy than the views of the people being studied" (p. 27).
>
> Interpretive Constructionist Theory: "To interpretive constructionist researchers, how people view an object or event and the meaning that they attribute to it is what is important… Constructionists expect people to see somewhat different things, examine them through distinct lenses, and come to somewhat different conclusions. In this sense, multiple and even conflicting versions of the same event or object can be true at the same time… Constructionists often pay attention to the shared meanings held by those in a 'cultural arena' – a setting in which people have in common matters such as religion, history, work tasks, confinement in prison, or political interests… Interpretivists are usually not interested in averages but in syntheses of understandings that come about by combining different individuals' detailed reports of a particular event or cultural issue… Interpretivist researchers try to sort through the experiences of different people as interpreted through the interviewees' own cultural lenses and then weigh different versions to put together a single explanation…. Constructionists argue that positivists often ask questions that have complex answers using techniques that allow only simple responses" (pp. 27 – 30).

With the exception of the positivist/quantitative approach, the research paradigms above are qualitative in scope. In relation to these paradigms, a definition of qualitative research by Denzin and Lincoln (2008) is provided here:

> "Qualitative research involves the studied use and collection of a variety of empirical materials – case study; personal experience; introspection; life story; interview; artifacts; cultural texts and productions; observational, historical, interactional, and visual texts – that describe routine and problematic moments and meanings in individual's lives. Accordingly, qualitative researchers deploy a wide range of interconnected interpretive practices, hoping always to get a better understanding of the subject matter at hand. It is understood, however, that each practice makes the world visible in a different way. Hence there is frequently a commitment to using more than one interpretive practice in any study."
>
> (pp. 4, 5)

Nelson et al. (1992) summarizes intricacies and complexities of qualitative research by referring to it as an "…interdisciplinary, transdiciplinary, and sometimes counterdisciplinary field" that is "… multiparadigmatic in focus" wherein researchers use a "multimethod approach" and are "committed to the naturalistic perspective and to the interpretive understanding of human experience" (Nelson et al., 1992, as quoted in Denzin & Lincoln, 2008, p. 10). Nelson et al. note that the field of qualitative research is "…inherently political and shaped by multiple ethical and political positions…. [and] ….embraces two tensions at the same time… a broad, interpretive, postexperimental, postmodern, feminist, and critical sensibility [against] …. more narrowly defined positivist, postpositivist, humanistic, and naturalistic conceptions of human experience and its analysis. Further, these tensions can be combined in the same project, bringing both postmodern and naturalistic, or both critical and humanistic, perspectives to bear" (Nelson et al., 1992, as quoted in Denzin & Lincoln, 2008, p. 10).

Contrary to quantitative research:

> "Qualitative Research: Takes place in the natural world; uses multiple methods that are interactive and humanistic; is emergent rather than tightly prefigured; is fundamentally interpretive."
>
> "The Qualitative Researcher: Views social phenomenon holistically; systematically reflects on who he or she is in the inquiry; is sensitive to his or her personal biography and how it shapes the study; uses complex reasoning that is multifaceted and iterative."
>
> (Rossman & Rallis, 1998, p. 9)

In relation to this study, Savenye and Robinson (2004) note that, contrary to what some believe, qualitative research does have a long history in educational technology research. They point out the growing desire by writers for well-known journals in this

field to publish qualitative (as opposed to quantitative) studies, as well as "…early research efforts… [that] often used qualitative methods to evaluate and describe the use of media in the classroom" (Savenye & Robinson, 2004, p. 1047). In fact, Driscoll (1995) calls for educational technologists to utilize "…research paradigms based on what they perceive as the most critical questions…. [considering] that educational technology is a relatively young field" where many paradigms may compete for importance (Driscoll, 1995, as quoted in Savenye and Robinson, 2004, p. 1048). [Please Note: Comments here, however, mainly apply to application of educational technology to K – 12 classrooms.]

Qualitative Interviews

Several types of interviews are available to qualitative researchers today. Kvale and Brinkman (2009) offer a useful, descriptive categorization/framework of two categories of interviews:

I. Empathetic and Consensus-Seeking Interviews

> A) Computer-Assisted Interviews: "…can be conducted through email correspondence, implying an asynchronous interaction in time, with the interviewer writing a question and then waiting for a reply, or through chat interviews, mediated, for example by one of the virtual communities that exist on the Internet… one advantage is that they are self-transcribing… The drawbacks… are also obvious: Both interviewer and interviewee should be relatively skilled at written communication, the mediated interaction introduces a possibly unfruitful reflective distance without cues from bodies and spoken language, and it can be difficult to generate rich and detailed descriptions (Elmholdt, 2006). With computer-assisted interviewing it is, however, often easier than in conventional interviews to openly address intimate aspects of people's lives… that demand particular ethical sensitivity on behalf of the interviewer… Qualitative research interviews about such matters may also favorably be conducted through the Internet in order to avoid feelings of shame concerning the visible body" (p. 149).

B) Focus Group Interviews: "…[are] characterized by a non-directive style of interviewing, where the prime concern is to encourage a variety of viewpoints on the topic in focus for the group… Focus group interviews are well suited for exploratory studies in a new domain, since the lively collective interaction may bring forth more spontaneous expressive and emotional views than in individual, often more cognitive, interviews... The group interaction, however, reduces the moderator's control of the course of an interview, and one price… may be interview transcripts that are somewhat chaotic" (p. 150).

C) Factual Interviews: "Obtaining valid factual information may be crucial in many interviews…" especially in medical interviews, forensic interviews, witness interviews, etc. -- and it should direct the wording of the questions in the interview (pp. 150, 151).

D) Conceptual Interviews: "The questions in conceptual interviews explore the meaning and the conceptual dimensions of central terms, as well as their positions and links within a conceptual network" (p. 151).

E) Narrative Interviews: "….center on the stories the subjects tell, on the plots and structures of their accounts. The stories may come up spontaneously during the interview or be elicited by the interviewer… Through questions, nods, and silences, the interviewer is a co-producer of the narrative… Narrative interviews can serve multiple purposes" --- including "life history", "oral history", and "short story" (pp. 153 – 155).

F) Discursive Interviews: "Discourse analysis focuses on how knowledge and truth are created within discourses, and on the power relations of discourses… All interviews [therefore] are naturally discursive and imply different discourses. … A discursive perspective sensitizes the interviewer to differences in the discourses of the researcher and the subjects during an interview, and their differential powers to define the discourses" (pp. 155, 156).

II. Confrontational Interviews

"The goal of the confrontational interview can be to lead to insight through dialectical development of opposites… The utilization of confrontational interview forms depends upon the subjects interviewed; for some subjects, strong challenges to their basic beliefs may be an ethical transgression, while confident respondents, such as elite interviewees, may be stimulated by the intellectual challenges. A confrontational interview may thus approximate a mutual and egalitarian relationship where both [parties] pose questions and give answers, with reciprocal criticism of what the other says. The research interview may

> then become a conversation, which stimulates interviewee and interviewer to formulate their ideas about the research topics, to learn and to increase their knowledge of the subject matter of inquiry" (pp. 159 – 160).

The design of an interview protocol, if utilized, is of paramount importance. Specifically, Rubin & Rubin (2005) describe the need to design a few main questions ("…the scaffolding of the interview… [that] translate the research topic into terms that the conversational partner can relate to and discuss"), which should then be followed by additional questions ("specific to the comments that the conversational partners have made… to explore the particular themes, concepts, and ideas introduced…") and "probes" (or "techniques to keep a discussion going while providing clarification… Probes ask the interviewee to keep talking on the matter at hand, to complete an idea, fill in a missing piece, or request clarification of what was said") (pp. 134 – 137).

Of course, the need to plan for all phases of a qualitative interview –-- not just the design of an interview protocol – is crucial to success. Specifically, Kvale (2007) defines "Seven Stages of an Interview Inquiry":

1) Thematizing: "Formulate the purpose of an investigation and the conception of the theme to be investigated before the interviews start. The 'why' and 'what' of the investigation should be clarified before the question of 'how' – method - is posed."

2) Designing: "Plan the design of the study, taking into consideration all seven stages of the investigation, before interviewing… Designing the study is undertaken with regard to obtaining the intended 'knowledge' and taking into account the 'moral' implications of the study."

3) Interviewing: "Conduct the interviews based on an interview guide and with a reflective approach to the knowledge sought and the interpersonal relation of the interview situation."

4) Transcribing: "Prepare the interview material for analysis, which generally includes a transcription from oral speech to written text."

5) Analyzing: "Decide, on the basis of the purpose and topic of the investigation, and of the nature of the interview material, which modes of analysis are appropriate for the interviews."

6) Verifying: "Ascertain the validity, reliability and generalizability of the interview findings. Reliability refers to how consistent the results are, and validity means whether an interview study investigates what is intended to be investigated."

7) Reporting: "Communicate the findings of the study and the methods applied in a form that lives up to scientific criteria, takes the ethical aspects of the investigation into consideration and that results in a readable product."

(pp. 35, 36)

Kvale (2007) summarizes the major criticisms of interview research. Specifically, Kvale states that interview research is: "not scientific, but reflects only common sense"; "not quantitative, but only qualitative"; "not objective, but subjective"; "not scientific hypothesis testing, but only exploratory"; "not a scientific method, since it is too person-dependent"; "not trustworthy, but biased"; "not reliable, since it rests upon leading questions"; "not intersubjective; since different readers find different meanings"; "not valid, as it relies on subjective impressions;" and "not generalizable, because there are too few subjects" (pp. 84, 85). In response to criticisms, Kvale supports "…conceptions of knowledge adequate to the nature of interview conversations… [that] …may provide a frame of reference for reflection on, and directions for enhancing, the quality and value of interview research" (p. 142). Specifically, Kvale suggests "pragmatic (or practical) knowledge;" "situated (or specific interpersonal) knowledge;" "produced (or constructed) knowledge;" "linguistic (or language) knowledge;" and "conversational knowledge" (which reflects the "social world") (pp. 142 – 144).

The Research Question

This qualitative research study explored faculty time management in developing and delivering (teaching) online and/or blended/hybrid courses -- grounded mainly in "interpretive constructionist theory" where the concept examined was the potential use of specific time management practices and the related "cultural arena" was the work setting of a specific university campus and/or the home office environment. (Rubin & Rubin, 2005, p. 27 - 30) As noted earlier and repeated here for convenience, per the perspectives cited herein and for purposes of this study I described time management as the allocation of time to specific activities -- including those associated with teaching online and blended/hybrid courses, among others. As such, I operationally defined successful time management as implementing institutionally influenced, often self-directed practices that may include (among others): goal-setting, prioritization, delegation, use of supporting technology – including learning the technology and "work-life balance" planning. Therefore, the specific research question for this study was:

> *What is the association between use of time management practices (as listed here) and faculty perception of success with regard to teaching online and blended/hybrid courses?*

Research Site and Timeline

This study was conducted at a single university campus site within a state university system in the northeastern United States. At the time of the study, this specific university site offered online and blended/hybrid courses across various academic disciplines, but no totally online degrees (although online degrees were offered elsewhere

in this state university system). Faculty at this institution held teaching/research/service responsibilities; however (per institutional direction and governance), teaching was their primary commitment and responsibility. Faculty were part of a national union of academic professionals.

Data-gathering research activities for this study were conducted between mid-February and mid-May, 2009. Issues of access to faculty and timeline for completion of this study imposed time constraints on these data-gathering activities. Specifically, gathering of data needed to be completed within the Spring, 2009 semester.

A few administrative professionals were employed by this campus to assist faculty, upon request, with technologies needed to develop and deliver online and/or blended/hybrid courses. On-campus training (and a support workgroup) was available to faculty via these professionals, but participation in either of these was not mandatory at the time of the study.

Through the data collection process (described later on), it was incidentally revealed that there was a campus course approval process for online and blended/hybrid courses, although it was not clear whether it was tied to (or different from) the assumed process for approving face-to-face courses or whether it varied by school or department. In fact, quality standards for the online and blended/hybrid courses at this campus have been proposed and an official standards and training protocol document has been submitted to the appropriate campus governing body for review, revision or approval. The document was under consideration at the time of this study.

Researcher and Related Personnel

I was the sole researcher for this study. Except for the original request for access to gather data at this university site, pending approval of my study – made via a face-to-face conversation with a campus official (who, subsequently, granted me that access) – my interaction with university personnel was limited to one designated training administrator (and participants selected). Furthermore, this study was designed for the Boston College Institutional Review Board's Expedited Review Process. These decisions were made in order to facilitate timely collection of data within the boundaries of the semester.

Participant Profile, Recruitment and Selection

Roughly 75% of participants selected for this study were tenured faculty members who had either taught a course(s) in an online or blended/hybrid format beforehand, or were presently doing so. The remainder were not tenured at the time of the study. All participants, however, were full-time instructors and carried some face-to-face teaching load. The recruitment and selection process follows.

The involvement of the campus training administrator assigned to work with me was limited to supplying (and clarifying) information on potential participants. Specifically, this person provided me with a paper copy of a tracking matrix listing names of faculty employed by the university who teach one or more online and/or blended/hybrid courses, as well as:

1) Titles of online and blended/hybrid courses they offered (delineated as such);

2) Indication of how many semesters they had taught these courses; and

3) Information as to whether or not they had participated in the on-campus technology and instructional design training offered by the university to online and blended/hybrid instructors.

This information was extracted relatively easily from a database maintained by the campus training administrator in relation to employment responsibilities (i.e., I did not create much work for this administrator to obtain the recruitment information that I needed). The matrix was needed for participant recruitment and selection, in order to utilize principles of a "maximum variation" sampling approach (Tagg, 1985, as referenced in Seidman, 2006, p. 52). Specifically, it was hoped that this research design could potentially provide the greatest participant diversity with regard to:

1) Diversity in technology experience level – i.e., length of time instructor had been teaching online and/or blended/hybrid courses.

2) Diversity in current semester teaching mode (i.e., past or present online or blended/hybrid instructors).

3) Diversity in length of time as faculty member at this (or another) campus.

4) Diversity in experience with the university's formal online and blended/hybrid technology workgroup (i.e., including those who have and have not participated in this group).

This diversity was important and necessary in order to explore multiple perspectives on faculty time management in online and blended/hybrid higher education – and specifically, to take into account the experiential element of participants' working with the appropriate technologies. In striving to achieve diversity in (1) – (4) above, diversity in online and blended/hybrid instructor discipline was also "accidentally"

achieved -- simply because online and blended/hybrid courses at this institution spanned a fairly broad range of disciplines and content/specialty/expertise areas (including some that might not commonly be conceived as well-suited for online and/or blended content delivery). Specialties were representative of four of the eight areas of online disciplines previously discussed by Allen and Seaman (2008), as presented in Chapter 2.

Using the matrix supplied, it was determined that there were 53 total potential participants (i.e., the "population"). I set a goal of recruiting 10 individuals (roughly 20%) because: (1) I strongly believed that less than 10 perspectives would provide insufficient data for analysis and, thus, might inhibit protecting confidentiality; and (2) from my previous work experience conducting corporate direct-mail surveys, (though they were not targeted solicitations) I guessed that achieving a 20% participation rate would be ambitious, but possible.

Upon clarification of information on the matrix (to address minor inconsistencies and other intricacies of interpretation), the original list was culled down (i.e., potential participants were excluded) for specific reasons, including (among others): (a) potential for researcher bias in interviewing (due to my former employment at the research site and knowing potential participants through that professional association); (b) change in participant employment status (i.e., instructors whose name appeared on the matrix, but who had recently left, retired, or were primarily teaching at other campus sites within the state system and had no office on this particular campus); (c) my labeling of some instructors as "outliers" (Gladwell, 2008) -- with either too much or too little online or blended/hybrid teaching experience, compared to the others – and (d) my perception of potential for participant bias (due to their campus employment roles and related

commitments); among others. Therefore, from the 53 original potential participants, the list of possible recruits was reduced to 41. Please Note: My original "outlier" exclusions were, in some instances, later revisited – as it became clear that faculty online or blended/hybrid teaching experience obtained by working previously at other institutions could not be readily identified in advance of recruitment efforts. Also: Upon non-reply or formal decline, it was necessary to place some of these outliers back in the "pool" in order to reach my recruitment goal of finding 10 participants. Eventually, they were put back based on their level of online and blended/hybrid teaching experience at this institution (which became the dominant criterion).

To begin with, names were recorded on slips of paper and placed in containers designated per the following:

> 2 Containers – 1 for teaching online or blended/hybrid in the current semester and 1 for not doing so in the current semester.
>
> 2 Containers – 1 for participating in the campus online and blended/hybrid training program and 1 for not participating in this training.
>
> 3 Containers – 1 for less than two semesters teaching online or blended/hybrid at this institution; 1 for two semesters doing so; and 1 for greater than two semesters doing so.
>
> Total Containers = 7

It was my hope that utilizing this "random sampling" technique (Gray et al., 2007, p. 105), in conjunction with the principles of "purposeful sampling" I had already employed, would yield the type of participant diversity I was striving to achieve. Initially, I drew 10 names (1 from each of the first 4 containers and 2 each from the remaining 3 containers), labeled them "candidates," and initiated an email recruitment campaign to solicit their participation. (See sample email in Appendix.) If a duplicate

name was chosen (due to the fact that each name appeared in several containers), I drew another name from the same container.

For each of these 10 candidates, I looked up campus contact information on the university's website and subsequently emailed a solicitation requesting participation in this study. Within this email communication, I introduced myself (as a doctoral student in the Lynch School of Education at Boston College and a former employee of the university/research site), provided an overview of my study, and requested participation. (Please see sample email in the Appendix.) Upon email transmission, I waited one week for responses and (if I did not receive an email reply), I emailed the same solicitation again to that candidate. Solicitation by email occurred, at most, twice for reasons of professional courtesy – if I received no email reply the second time, I abandoned pursuing that particular candidate and moved on to approaching another. For the second and third round of email solicitations, I added roughly 5 "new" candidates each time. Again, each candidate was given approximately one week to reply before being solicited again via email. As a result of this recruitment strategy, I reached my goal of securing 10 participants for this study – in fact, a "sample" of 11 participants was ultimately obtained.

Please Note: Participants (and the campus training administrator who assisted in their selection) were not offered compensation for participation in this study; however, they were each offered a "token of appreciation" – a $25 gift card to Barnes and Noble for their contributions, as specified in the participant recruitment email solicitation and later in the consent letter) -- if they chose to accept it. Also: For reasons of professional courtesy, I only contacted individuals by telephone if they had agreed to participate in the

study – in order to schedule interviews or make arrangements to pick up written feedback (as described later on in this chapter).

Qualitative Methods Employed For Data Collection

Data-gathering activities used in this study (in order of implementation) included:

1) A semi-structured, face-to-face interview;

2) A followup written survey; and

3) A followup "member-checking" activity (where participants were provided with an opportunity to confirm or disagree with some of my "initial insights" in writing)

A) The Interview

Open-ended questions were designed and arranged in an ordered/sequenced interview protocol, in order to create a structure and focus, as well as allow for a potentially greater number of interviews (11) over a brief time period. (Rossman & Rallis, 1998) This type of interviewing was chosen over "in-depth, phenomenological interviewing" with a smaller number of participants (Seidman, 2006, p. 16), due to anticipated on-campus interview time limitations and restrictions upon extended access to participants. The interviews were designed to be semi-structured (Kvale & Brinkman, 2009), in order to allow for some "portion of narrative" to capture participants' time management "stories" and their language of technology. Furthermore, the interviews were targeted and primarily conceptual (Kvale and Brinkman, 2009), centering on discussion pertaining to experiences with the five time management practices included in the operational definition of successful time management presented earlier -- specifically,

goal-setting; prioritization; delegation; use of supporting technology (including time spent learning the technology); and work-life balance planning. Probing questions were included cautiously (Seidman, 2006), in order to allow for exploration but keep the interview structure intact (Please see sample interview protocol in the Appendix.)

Each interview was scheduled to be completed in less than one hour (in fact, most ran about thirty minutes in duration) and was conducted in the participant's on-campus office. Campus offices were utilized to ease coordination and to encourage each participant (with a closed door) to feel comfortable talking freely and confidentially. Each interview was preceded by hardcopy distribution and discussion/clarification of the consent letter. Subsequently, each participant signed a consent letter. I collected the letter, made a copy of the letter after the interview, and provided a copy to the participant. (Please see sample consent letter in the Appendix.) Also: As outlined in the consent letter, each interview was tape-recorded. Data was later transcribed using Microsoft Word 2004 for Mac (Version 11.5.5) and MacSpeech Dictate (Version 1.2).

B) The Survey

In addition to interviews, each participant was asked to complete a brief written survey. The survey was administered after all individual interviews were conducted, in order to allow for revision of the original survey instrument – to accommodate and reflect any additional questions that might arise from collection of interview data. The survey contained open-ended questions to validate and capture additional detail arising from interview data.

Although this study was primarily qualitative, it was believed that a small number of quantitative survey questions with forced-choice YES/NO, 3- and 5-point scales might be insightful for exploring faculty time management perspectives – specifically:

- Satisfaction and success in relation to teaching online and/or blended/hybrid courses; and
- Potential increases/changes in/restructuring of workload

Survey questions reflected the technique of "ratio scaling… a response format that uses a fixed set of items, but allows for the subject some autonomy in scaling" and, in particular, employed "Likert scales" to "display ordinal response categories that [could] then be assigned a score" (Gray et al., 2007, p. 382). Scaled ratings may allow for measuring intensity of opinion/attitude/feeling on a given subject (Gray et al., 2007). In this case, it was hoped that these questions would provide insight into faculty beliefs and opinions about ability (or inability) to manage time successfully while teaching online and/or blended courses.

Please Note: Each quantitative survey question was followed by an open-ended question to allow for participant reflection and a targeted elaboration on assignment of the rating. In addition, two of the quantitative questions (related feelings of "success" and "satisfaction" teaching online and blended/hybrid courses) that were asked during the interviews – were repeated on the survey for validation and confirmation, as they were difficult questions to address in conversation (e.g., they were longer questions than others appearing on the interview protocol, required repeating, requested ratings, etc.).

Surveys were to be returned in the self-addressed, postage-paid envelope provided, although for reasons of expediency and timeliness, at times I arranged to

collect them on campus when completed. Each of the 11 participants completed a survey. (For a survey sample, please see the Appendix.)

C) Initial Summary of Findings /Member-Checking Activity

A typed summary of 7 broad and initial "insights" arising from the interviews and surveys (which included issues raised) was employed as a "member-checking" activity (Rossman & Rallis, 1998) and provided to participants for written confirmation, approval and/or rebuttal. Due to time constraints (related to issues of access bounded by the academic semester and deadlines for completion of this study), this "member-checking" activity was conducted prematurely (without the benefit of full data analysis for validation), but nevertheless implemented because it was a third opportunity to gather participants' input. Therefore, this activity did not really allow for "triangulation" of data (Denzin, 1970, as noted in Denzin & Lincoln, 2008). However, the activity did allow for confirmation or disagreement on: (a) four insights that were most likely directly related to faculty time management perspectives in online and blended/hybrid education, and (b) three insights that might possibly be tangentially related. Arrangements were made to bring this document to each participant's office, so that one could read the document, ask questions and then provide feedback at that time. In some instances, I picked up the feedback at a later date at the participant's request. Ten of 11 participants completed this member-checking activity. (For sample summary document, please see Appendix.)

The large amount of data gathered via these methods was compiled and then analyzed, and will be presented in the following chapter.

Field Observations and Acknowledgements

Since this study involved use of Internet technologies, it would have been interesting to conduct the study at least partially online, perhaps utilizing typed interviews, computer-generated surveys and online feedback for validation of findings. However, such activities would have required additional approvals to use servers and platforms of the particular university site for communication of data and, therefore, may have been outside of my privileges of access. Also, as Markham (2005) points out in her chapter on online ethnographies: "Because Internet-based technologies for communication are still new and potentially changing the way people live their everyday professional and personal lives in a global society, it is essential to reflect carefully on the ethical frames influencing our studies and the political possibilities of our research" (p. 816). For example, protection of Internet-facilitated content can potentially raise issues relating to violations of confidentiality for qualitative researchers conducting online interviews and surveys.

From my field notes, I recognize and summarize the "real-life" issues that occurred while conducting this research (which may have impacted quality of the data):

- My limited experience conducting interviews, which resulted in my less-than-comfortable navigation through the protocol initially.
- The actual day and time an interview was conducted – which sometimes proved to be inconvenient – and perhaps the "hurried" climate it may have created (although each interview was completed within the session in which it was started, in a couple of instances I offered to return at a later date to finish it at the participant's discretion).
- The apparent discomfort and reluctance of two participants to being tape-recorded (although they did relax as we proceeded);

- The initial hesitation of a few participants to close their door during interviews and the need for others to place notes on their doors letting students know they were present – as it appeared that several participants scheduled interviews during their office hours.

- Inaudible comments that inevitably result from tape-recorded sessions – which, in one instance, were significant enough so as to inhibit full interview transcription.

- The distribution of the hardcopy survey just prior to Spring Break and administration of the member-checking activity near or at completion of the semester – due to time constraints on access to participants -- which resulted in my "chasing" some data.

- The inability of one participant to complete the member-checking activity in a timely fashion resulted in a desire by that participant to be excluded from the activity.

Finally, in my role as an interpretive constructionist researcher, I acknowledge that I may have had certain preconceived "cultural assumptions" about implementation of online learning (having been previously employed at the research site). Therefore, I was overly "cautious" not to let them interfere so that I might "fail to hear the meaning of what the interviewees have said" about their time management experiences (Rubin & Rubin, 2005, p. 29).

A Note On Confidentiality: For many studies, it may be important for purposes of interpretation and understanding to protect the identities of individual participants via anonymity but to disclose the actual research location – in order to indicate and acknowledge the environment and institutional/organizational climate. However, in this study the total population of potential participants was relatively small (and, obviously, the sample of actual participants was even smaller). Therefore, I decided to proceed with an understanding that only dissertation committee members would be informed of the actual research site – I would keep it non-disclosed in this report of findings.

Similarly, as the total number of faculty per department or discipline teaching online or blended/hybrid courses at this research site was also small, I have not disclosed specific disciplines to protect their identities here – rather, I only acknowledge that the range of academic disciplines represented was fairly broad.

IV. Data Analysis

> *"There is a correlation between my [online course] time management and my expectations for students' progress. When my courses are well prepared, my students understand what is expected of them and respond well to 'time management' and 'getting in touch with the instructor and/or other classmates for help.' I am very satisfied – it sometimes happens!"*
>
> (Participant Comment - Survey)

Introduction

The information presented in this chapter provides my analysis of feedback gathered through interviews, a written survey, and a member-checking activity that provided an opportunity for participant validation of broad insights into some initial findings. For convenience, specifics on participants from Chapter 3 are repeated below:

- Total Pool of Potential Participants = 53
- Sample (Total Number of Participants in This Study) = 11
- Reasons For Exclusion: Non-response; professional relationship/potential for researcher bias in interviewing; change in participant employment status; "outliers" (too much or too little participant experience); and potential for participant (administrator) bias; among others.

As indicated, in participant recruitment and selection I had hoped to achieve:

- Diversity in technology experience level – i.e., length of time instructor had been teaching online and/or blended/hybrid courses.
- Diversity in current semester teaching mode (i.e., past or present online or blended/hybrid instructors).
- Diversity in length of time as a faculty member at this (or any other) institution.

- Diversity in experience with the university's formal online and blended/hybrid technology workgroup (i.e., including those who have and have not participated in this group).

Data was organized into tables and graphics using Microsoft Word 2004 for Mac (Version 11.5.5) and Microsoft PowerPoint 2004 for Mac (Version 11.5.5). With regard to diversity in technology experience level, survey data indicated a wide range of work experience, as will be presented in the survey results that follow. Also, as cited earlier, the combination of applying principles of "purposeful sampling" while striving for "maximum variation" did yield some participant diversity in current semester teaching mode, although it was limited as indicated below:

Table 1

Participants Teaching Online or Blended/Hybrid Spring, 2009	Participants Not Teaching Online or Blended/Hybrid Spring, 2009
36%	64%
4	7

With regard to diversity in length of time as a faculty member, in retrospect this criteria could not be readily measured -- as it was not evident from the information I received for recruitment and the total population had been honed down (as described earlier), which made it difficult to exclude potential recruits. However, my attempt to randomize selection of recruits did achieve some limited diversity here.

Finally, with respect to diversity in working with the university's formal online and blended/hybrid technology workgroup, it was difficult to achieve this diversity because the total population had been honed down. As will be seen in the compiled survey data, nearly all participants had worked with the technology workgroup in some

way. In fact, the original matrix supplied to me for participant recruitment indicated that the majority of online and blended/hybrid faculty had done so. Therefore, the odds were not good that, even when using random sampling, some participants selected would not have worked with the technology workgroup via training or personalized assistance.

Initial Observations

In order to begin analysis, I found it useful to reflect on how to position the five specific time management practices under investigation. The following schematic indicated my initial thoughts on what I had observed through data collected at the research site. This schematic helped me formulate how I would proceed with coding the text data gained through the interviews, surveys, and presentation of initial summary of findings to participants.

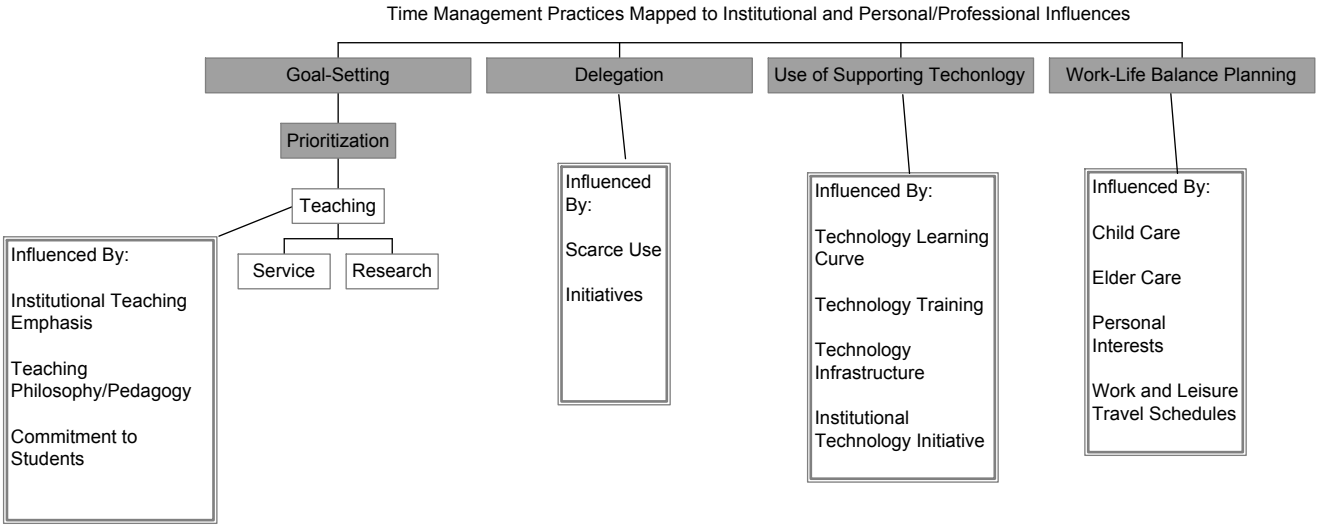


Figure 1

Please Note: Boxes appearing in grey represent the five time management practices listed in the research question for this study.

Survey Data Analysis

As the survey results confirmed, the vast majority of participants did teach both online and face-to-face. Many taught blended/hybrid courses as well.

Table 2

PARTICIPANTS WHO:	#	%
Teach a classroom course(s)	11	100%
Teach an online course(s)	9	82%
Teach a blended/hybrid course(s)	5	45%

Appearing below are responses to a couple of questions that directly addressed the issue of time spent teaching online and blended/hybrid courses, as well as managing that time. Notice that the majority of participants expressed that teaching online or blended/hybrid courses takes more time than teaching face-to-face courses.

Survey Question: In comparison to offering your classroom course(s), how much time does it take you to offer your online or blended/hybrid course(s)?

Table 3

RATING SCALE CHOICES	#	%
Less Time	0	0%
Neither More Nor Less Time	4	36%
More Time	7	64%

Participants defined "time management" in their own words as:

" How I choose to work, as well as when and where."
"Planning, coordinating efficiency."
"Calendar – make time for work – family – love – friends…"
"Juggle all the tasks that must be completed."
"The management of 'things' you want to do given the normal work hours within the day/week/month/etc."
"It's to use time more effectively and efficiently."
"Setting priorities on the use of available time."
"Having a more specific/acute sense of time by means of a feeling of 'control'."
"Doing what needs to be done."
"Being effective with prioritizing goals and reaching them. Priority is key!"
"***Getting tasks completed on time; structured schedule."***

These definitions provided insight on how each participant viewed time management.

Implementation of Time Management Practices

Participants were asked to identify which of the five specific time management practices they employed. It was interesting to learn that, with the exception of "delegation," the percent of participants who reported employing time management practices was sizeable, as per the table below:

Table 4

PARTICIPANTS WHO USE:	% PARTICIPANTS
Goal-Setting	73%
Prioritization	64%
Delegation	18%
Use of Supporting Technology (including learning the technology)	64%
Work – Life Balance Planning	36%

Participant CMS Experience

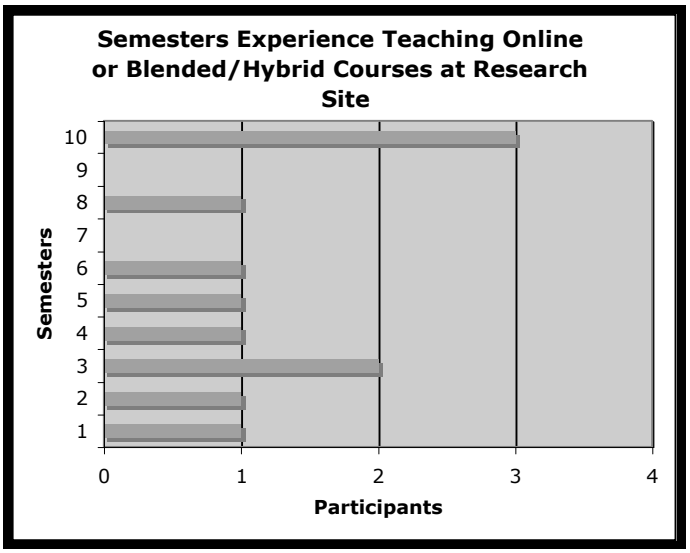
9 of 11 participants felt experienced with Blackboard – the course management system (CMS) used at the research site, as indicated here:

Survey Question: On a scale of 1 to 5, please rate your level of experience using Blackboard.

__1___ Very Inexperienced (Rating = 1)
__0__ Inexperienced (Rating = 2)
__1___ Neither Experienced Nor Inexperienced (Rating = 3)
__9__ Experienced (Rating = 4)
__0__ Very Experienced (Rating = 5)

In relation, data on experience level showed wide variation (although it was only possible to assess experience at this particular institution):

Figure 2



Participant Success and Satisfaction Ratings

10 of 11 participants felt successful in their online and/or blended hybrid teaching:

Survey Question: How successful do you think you are at offering your online or blended/hybrid course(s)?

___0__ Very Unsuccessful (Rating = 1)
___0__ Unsuccessful (Rating = 2)
___1__ Neither Successful Nor Unsuccessful (Rating = 3)
___8___ Successful (Rating = 4)
___2__ Very Successful (Rating = 5)

Interestingly, though, over one-third did not tie feelings of success to their perception of managing their time:

Survey Question: Does your success rating here relate to your experience managing your time when offering your online and/or blended/hybrid course(s)?

Table 5

ANSWER/CHOICE	PARTICIPANT RESPONSES %
YES	64%
NO	36%

9 of 11 participants felt satisfied with online and/or blended/hybrid teaching:

Survey Question: Overall, how satisfied are you with regard to offering your online or blended/hybrid course(s)?

___0__ Very Dissatisfied (Rating = 1)
___1__ Dissatisfied (Rating = 2)
___1__ Neither Satisfied Nor Dissatisfied (Rating = 3)
___8__ Satisfied (Rating = 4)
___1__ Very Satisfied (Rating = 5)

As with their feelings of success, however, over one-third of participants did not tie their feelings of satisfaction to their experience managing time:

Survey Question: Does your satisfaction rating here relate to your experience managing your time when offering your online and/or blended/hybrid course(s)?

Table 6

ANSWER/CHOICE	PARTICIPANT RESPONSES %
YES	64%
NO	36%

Additional Survey Data

Other data was gathered via the survey. Participant comments to open-ended questions were coded for analysis. Included in the Appendix is a table of compiled data for the remaining survey questions. To summarize some of the key findings:

1) Nearly all participants who responded confirmed that teaching online and/or blended courses brings professional development opportunities;

2) Nearly all those who responded had (a) completed the CMS technical training and (b) utilized the services of the technical training professionals at the research site in developing and delivering their online and/or blended/hybrid course(s);

3) A little more than half of respondents indicated that the time they spend as instructors of online and/or blended/hybrid courses impacts time management of their other professional roles;

4) Only slightly over half of respondents knew that their institution provided CMS (Blackboard) training to students (and, interestingly, two had spent time training their students on the use of Blackboard);

5) While seven of ten participants who responded agreed that students' time management of online and/or blended/hybrid coursework and responsibilities impacts instructors' time management, seven of nine participants who responded felt that students' time management of their coursework and responsibilities in online courses is neither better nor worse than in their face-to-face classroom courses and four of six who responded felt the same for their blended/hybrid courses.

This numeric survey data (from the second data-gathering activity) provided me with more background to proceed with coding. I was then able to combine text data from all data-gathering activities (as presented below) in the hopes of finding themes related to time management, the implementation of specific time management practices, and instructor perception of success.

Coding the Data

For the data analysis, I employed principles of "provisional coding" – or coding based upon a "predetermined 'start list' of codes prior to fieldwork" (Miles & Huberman, 1994, as quoted in Saldana, 2009, p. 120). With this type of coding, "the provisional list is generated from such preparatory investigative matters as: literature reviews related to the study, the study's conceptual framework and research questions, previous research findings, pilot study fieldwork, the researcher's previous knowledge and experiences (experiential data), and researcher-formulated hypotheses or hunches" (Saldana, 2009, pp. 120 – 121). Therefore, I allowed for the use of "some combination of [these] predetermined and emerging codes" (Creswell, 2009, p. 187). Data analysis thus reflected: "(1) codes on topics readers would expect to find, based on past literature and common sense; (b) codes that [were] surprising and that were not anticipated at the beginning of the study; [and] (c) codes that address[ed] a larger theoretical perspective in the research" (Creswell, 2009, pp. 186 – 187).

To some degree, I also employed "holistic coding" – a method appropriate for "studies with a wide variety of data forms" such as this one, where I sought to "chunk the text into broad topic areas, as a first step to seeing what is there" (Bazely, 2007, as

referenced in Saldana, 2009, pp. 118 – 119). "Holistic coding" is used in order "to grasp basic themes or issues in the data by absorbing them as a whole [the coder as 'lumper'] rather than by analyzing them line-by-line [the coder as 'splitter']" (Dey, 1993, as noted in Saldana, 2009, p. 118). Finally, I also employed some principles of "hypothesis coding" (Bernard, 2006; Weber, 1990; as cited in Saldana, 2009, p. 123) wherein I "…developed [codes] from a theory/prediction about what will be found in the data before they have been collected or analyzed" (Saldana, 2009, p. 123).

As such, I began my list of "codes" with the five time management practices from my research question, specifically: goal-setting; prioritization; delegation; use of supporting technology (including learning the technology); and work-life balance planning. My beginning coding thus embodied the notion of "lean coding"– or starting with "a shorter list [of codes] of five to six" (Creswell, 2007, as noted in Saldana, 2009, p. 121). To help me conceptualize additional codes, I also used some "key words, phrases, and concepts that [came] to mind [previously] in thinking about the area under consideration before any data collection or even a literature search has begun" (Layder, 1998, as noted in Saldana, 2009, p. 121). Afterward, based upon "hunches" (as referenced above) and insights arising from my initial review of the data, I identified additional codes -- some with sub-codes (or nested codes) for some of my original codes. My consolidated list of all codes used (with nesting) appears below:

- Time Investment

- Goal-Setting and Prioritization
  -- Goal-Setting
  -- Prioritization
  -- Professional Development
  -- Incentives and Tenure

- Prioritization
- Delegation
- Use of Supporting Technology (including learning the technology)
    -- CMS Experience
    -- CMS Features
    -- CMS Training And Professional Support
    -- Technology Infrastructure
- Work-life Balance Planning
    -- Priorities and Work-Life Balance Planning
- Teaching Philosophy
    -- Personality
    -- Pedagogy
    -- Motivation
    -- Instructor Commitment to Students
    -- Online and Blended/Hybrid Students
- Other
    -- Compensation
    -- Adjuncts
    -- Student Cheating
- Success and Satisfaction

This final list was still reflective of the notion of "lean coding" discussed earlier, in which the original small list of codes can be expanded to no more than 25 – 30 codes, which might then "combine into five or six major themes" (Creswell, 2007, as noted in Saldana, 2009). From then on, I focused finding themes within these codes that related to ideas related to time management and time management practices.

Identification of Themes

In terms of mechanics, I coded text data by hand – a process that, even though there are assistive software packages available today, is still the process of choice

employed by some researchers (Rossman & Rallis, 1998, p. 180; Creswell, 2009, p. 188). Codes were then designated as master codes, which included (and collapsed) the original listing of codes. A small number of themes emerged – which grew out of the original listing of codes -- that tied to ideas and issues pertaining to time management and specific time management practices. Themes are summarized in the table below and detailed examples are provided thereafter.

Table 7

MASTER CODE	CODES INCLUDED	THEME: CODE RELATIONSHIP TO TIME MANAGEMENT AND TIME MANAGEMENT PRACTICES
A) Time Investment	Time Investment	Roughly two-thirds of participants believed that ***it takes more time to teach online and blended/hybrid courses***. The most prevalent and pervasive theme from this study was participants' expression of the major upfront time investment to develop and deliver an online or blended/hybrid course. Of course, it may be assumed that this time investment tied to time spent learning the CMS technology per below.
B) Goal-Setting and Prioritization	Goal-Setting, Prioritization, Professional Development, Incentives and Tenure	***Goal-setting was influenced by the institution and widely reflective of institution's value on teaching*** over other commitments of research and service. Individual goals for professional development existed as well. It was not evident that goal-setting preceded prioritization. Priorities then sometimes defaulted to day-to-day deadlines as opposed to strategies to achieve goals. Concerns about time were expressed in that ***choice of use of time presents trade-offs for pursuing goals, as well as impacts prioritization***.
C) Delegation	Delegation	The prevailing perception was ***that delegation opportunities were not prevalent and thus not an option for managing time***. However, some participants had found limited opportunities to do so – via a very small number of teaching assistants. Some participants alluded to the time it takes to delegate effectively being an obstacle. ***Opportunity existed to delegate to the campus CMS training technology professional***, which saved time in course development and administration.
D) Use of Supporting Technology	CMS Experience, CMS Features, CMS Training and Support, Technology Infrastructure	***Learning the CMS technology is time-consuming -- a learning curve exists, and time for learning must be provided***. Time spent learning CMS features is balanced by need to spend time on other responsibilities and commitments – therefore, high level of proficiency (as opposed to adequate proficiency) was not always sought by participants. ***Nearly all participants had completed the CMS technology training. Also: Nearly all had utilized services of the campus technology professional*** (as referenced under delegation – which had helped saved time. Limited concerns were expressed about having inadequate hardware and software.

Table 7, Continued…

MASTER CODE	CODES INCLUDED	THEME: CODE RELATIONSHIP TO TIME MANAGEMENT AND TIME MANAGEMENT PRACTICES
E) Work-Life Balance Planning	Work-Life Balance Planning; Priorities and Work-Life Balance Planning	***Teaching online and/or blended/hybrid courses allows for flexibility with personal and family interests and commitments***. However, ***the potential for work to take over one's home life raised some participant concerns about time management*** – and some expressed the need for conscious monitoring of time spent working at home or outside of the office.
F) Teaching Philosophy	Personality, Pedagogy, Instructor Commitment to Students, Online and Blended Students	***A commitment to students was evident***. Particularly, reasons for taking the time to learn to teach online and blended/hybrid courses sometimes reflected ***a dedication to reaching a wider audience online, as well as meeting the needs of diverse learners with multiple commitments***. Comments on ***teaching commitment and pedagogical practices sometimes reflected potential motivators and personality trait***s that may contribute to ability (or inability) to manage time effectively with online and blended/hybrid teaching. Some participants expressed that ***online and blended/hybrid courses may demand that students be more serious, self-directed and motivated*** than students in face-to-face classes.
G) Other	Salary, Adjuncts, Student Cheating	This category was used as a catch-all for ***issues raised*** by a only small number of participants that were ***by no means prevalent in the data or a focus of my investigation*** (as they were not directly related to my topic). Therefore, there ***were no specific themes here***, ***but data did provide some interesting insights*** (detailed later in this paper).
H) Success and Satisfaction	Success, Satisfaction	Per the statistics presented at the beginning of this chapter, ***participants generally felt successful*** at offering online and or blended/hybrid courses. Similarly, with regard to overall satisfaction offering online and blended/hybrid courses, ***participants felt "nearly" satisfied. However, over one-third of participants did not believe their ratings of success and satisfaction related to their experiences managing their time when offering online and/or blended/hybrid course(s).***

As briefly identified in the table above, the themes explored below contain oral and written participant feedback/examples obtained from the interview, survey and the member-check data-gathering activities.

A) Time Investment

The most apparent commonality in the data was a resounding indication by participants that teaching online and blended/hybrid courses requires a significant time investment. This is evident from the survey data presented in Table 3, where 64% of participants who responded indicated that it takes more time to offer an online or blended/hybrid course (and no participants felt it took less time) than to offer a face-to-face course. [This was especially interesting to me because some time ago, while working in corporate training and curriculum development, there was a common misconception that online instructors spend less time working than face-to-face instructors.]

A couple of participants expressed concerns about the increased work of written instructor feedback and grading when teaching online and/or more time in preparing for hybrid teaching. However, from the data it became readily apparent that the time investment was upfront – meaning in course design and launching, as presented in the many comments that follow:

> *"An online course demands a lot of preparation before the actual teaching. It requires rigor, organization, devotion to students. It requires also a close followup of the progress of students."*

> *"The preparation time is more in depth as everything is front-loaded. Thus, my whole class must be complete before it begins."*

"[There is] much more responsibility in preparation and design of the course."

"… actually, the designing of [the online course] was very time-consuming. That was the hardest part. More than actually teaching it. And setting it all up… the curriculum, the content, and putting it into a mode that… that is online and the delivery of it, and then after that, getting it approved and then making changes… The setup took months and months to do, where actually that, as far as time-consuming… it's much more time-consuming than actually doing the course."

"And [the administration] said, 'Well listen, we'll give you additional money for… preparing it.' And ahhh… I said, "Well, how hard could it be?"…I'm telling you… there were way more hours of prep work into designing that course… than ever!... The first time I ever did the course, I think, before I even started Day 1, I already had 60 hours in building it."

"…it was a ton of work setting [the course] up. And, you know, not always great access to resources for getting questions answered…. and I don't mind that so much because sometimes it's easier to get it done on your own. But I am concerned about, you know, faculty who are not… who don't have the [technical] background I do. They may get frustrated..."

"Umm, the time for online [courses]… I think [the amount of instructor time] is roughly similar to the classroom. But the schedule looks very different, ummm… online classes tend to have a great deal of preparation upfront… for the professor… You pretty much have to have the class ready to go by the time it starts. And mostly it's because you have things posted, so the students expect it. So [the online course is] a finished product by the time you put a student into it."

"[There are] many more hours of preparation needed for online courses."

"…So it was a lot of experience by doing. And by creating the course. And by going through the struggles myself."

B) Goal-Setting and Prioritization

Goal-setting was influenced by the institution and widely reflective of the institution's value on teaching over other commitments of research and service – which thus directed use of time, as indicated in the participant feedback below:

"My goals, probably like other people's, are a combination of, umm… my own personal interests and goals…. And what my students need, what their needs are, and what the, you know, the department and the institution's needs are."

"There are, of course, college goals -- overall university goals, department goals, and then individual goals for the courses. My main focus is, needless to say, on the individual goals and then trying to match or fulfill the others along the way."

"…Of course the institution itself has a set of goals, which we follow, we're like anybody else in schools, we're going to do a really good job of teaching all those students and preparing them for life, we're going to support our community and be an asset to them, we're going to foster an environment that's conducive to research and to diversity…"

"The priority is teaching – that always comes first. And [my] face-to-face courses… I wouldn't consider them a priority over [my] online course. The face-to-face classes get more attention during the semester. The online course gets more attention before the semester starts when I'm developing it. So I put more time into developing that course before the semester 'cause it has to be ready to go from Day One, from that day by the time the semester starts. Whereas with [my] face-to-face classes, I can just as soon develop those throughout the semester…… So they maybe get a little bit more attention [during the semester]… I don't know that that makes them, the face-to-face ones, more of a priority…. With the online courses… I spend a lot of time ahead of the semester with those, getting those ready. And then, ummm, after the teaching stuff comes the research. This is still a teaching institution, they expect us to do more teaching, but I think I'm one of the faculty that does a lot research… for tenure and promotion, I think that's really important, so I do that as well. And that comes after everything I do with my teaching. And then comes my service…. Serving on committees, both on campus and in the community. Where the community is sort of the last on the list of priorities for me…"

To some degree, nearly all participants felt teaching online or blended/hybrid courses provides professional development opportunities (a possible goal):

"I designed [my online course] and… as far as meeting my professional goals, I thought this was a great opportunity to develop a course and… and to implement and teach it because that's one thing that would be helping… for professional development."

"Well, this course has been a stepping stone, actually, for more opportunities which are meeting some of my goals as a professional and an assistant professor hoping to get tenure in a few years. Ummm, by designing that course and having it available online, I also did a presentation…. [at a conference]. And because of that, more students have taken the course or are taking the course because of that exposure. Plus, that was a stepping stone because it triggered an article… So by developing this course that I felt was so valuable… it has just expanded the opportunities for me to meet my professional goals as a professor… if it was just a course that I offered… an existing online course that I offered to take and teach, I don't think it would've opened up as many opportunities as something I felt so strongly about and designed myself. And implemented it… so by designing your own online course, seeing a need for it and a lack in the curriculum and the need for it based upon your own experiences, I think that really is important to having all of these opportunities."

"I… I had very little experience with working with online… the technology… before I came here. But when I came here, there were courses available for faculty development on Blackboard and I was interested in using Blackboard."

"But, yeah, umm, I designed [the online course] and… as far as meeting my professional goals, I thought this was a great opportunity to develop a course and… and to implement and teach it because that's one thing that would be helping also my criteria for rehiring, too, for professional development."

"….the faculty development was very useful in that, you know, taking classes, umm… outlined pedagogy and how to use this equipment, umm, appropriately, was very useful, in helping me set my goals."

Participants referenced directives and incentives that supported a current institutional goal of promoting online and blended/hybrid course development. Occasionally, participants tied this to tenure consideration (although only a small number of participants were facing tenure decisions):

"There's also, there's a new award which I keep… Talk about priorities – they've created a really nice [monetary] award…. And it's a great idea… of course, the problem is that you have to submit an application. And I just haven't had time to submit that application, you know… the amount of time I have to spend on anything other than teaching or these other projects has been very rare. But it's good to know that that's there and

that eventually I'll be able to apply for that… and so, yeah, so something like that going in my tenure file would, would benefit me at this institution…"

"At the present time, [the institution]… they're doing an initiative to do more online. Therefore, we're encouraged in various forms to go and create more online courses…"

"… So we are a teaching institution. And so our primary responsibility here is to teach. We are given… our online courses are considered in some way, shape or form extra service. So we are given money to develop online courses, so they have to fit that whole development of technology in teaching… so our administrators are really pushing for us to do that. And a good indication of that push is that they're giving us money, when we're trying to cut our budgets... So they find that [online and blended/hybrid] is really important."

"Sometimes there are needs that just have to be met…. Teaching [online]….. It is certainly extra service, but it's something that I chose to do. I could have just done a classroom course, you know, but I always try to do some teaching in the summer because I like it….. And to be honest… I've been offered administrative positions on campus, which would lead me… one of the things we do here is offer course release and that's not attractive to me at all."

"The school wants to get on the "distance-learning bandwagon."

"This institution/campus offered a financial incentive to do online classes. That is why I started."

Still, the question remained: How will the resource of time be reallocated? Pertaining to the time management practices of goal-setting and prioritization, participant concerns were expressed that choice of use of time for meeting one goal (or priority) presented tradeoffs in pursuing other goals (or priorities). Representative comments appear below:

"And, you know, I mean… as I hear myself say this, essentially it's problematic because it means I'm gonna teach not as good a class because of these other priorities, but you know… A: I'm up for tenure

review [fairly soon], so if I don't start putting more/paying more attention to my, ahhh, publications, ahhh, I'm gonna have trouble there and B: my [children] are only gonna be this age for this year; you only have this very short window to spend with your children, so… yeah, I guess it definitely speaks to how I've prioritized."

"Always it's the teaching, yeah…. always I am dedicated to my research. But I would say during the semester, I can't do much research. But you can do it in the summer because [part of] the time you're not occupied with the teaching. So… No, something else goes [during the semester] and usually it's the research…. I mean for me, I'm speaking just for me…. But especially if you've got too many goals and you don't want to give up on them… We are burdened with some of these goals. We don't have the time to develop all these courses."

Discussions on prioritization were usually reflective of goals, which might logically be expected. Generally speaking, priorities were influenced greatly by institutional commitment to teaching. However, priorities were sometimes described as immediate concerns (usually connected with teaching), which (given the nature of online learning being virtual) sometimes presented the potential for online or blended coursework to be overlooked, as indicated in these telling comments below:

"You know, my priorities are driven by what's due next, ahhh…. Tuesday, I start a new class. I, ummm, one class ends, actually, one class ends on Tuesday and a new class comes in on Thursday. And I have a one-credit course that I teach…. So I want to revamp the syllabus and I have to have that ready by Thursday…. so that's Priority 1 right now… I have lists everywhere, I have lists everywhere. I'm a list person."

"Well, the other problem, though, is that, it's part of the mindset of yesterday – out of sight, out of mind, you know? If I don't have to walk to a classroom and meet my students at 2 PM, I tend to… you know, get behind. And I go, 'Geez, it's a bit of that discussion board prompt from two weeks ago. I guess I'd better address it!'… So you know, so that's a challenge I'm having right now because it's out of sight, out of mind. So they're not present with me, I don't have to meet them at 2 PM, two days a week. So I have to work on setting appointments for myself to go to class virtually… The 'out of sight/out of mind' mentality [is a time management challenge]. I need to respond more expediently to student work and interaction online."

"Forgetting to go onto your virtual office hours [is a downside]! And because you get sidetracked and there's times when you have to set aside a specific time you're going to be online. There's been twice… well once, because my Internet connection failed and I couldn't get online… So the next morning, all I did was send off an e-mail, you know, saying 'I'm sorry if you went to my virtual office hours, that I was not there because of, you know, my Internet service not working.' And then one time I just got involved with some kind of family outing in evening office hours and I just completely forgot. So when you have a specific time that you have to be online, that is the only drawback. Technology failing at that point, or your memory failing at that point!"

"… there are times because [the course] is online and not face-to-face, sometimes, I forget about it when I get really busy. And, umm, if I don't get in the habit of checking every day, I can put it aside. So… sometimes I just forget about it, like on Friday, I was like, 'Oh God, I haven't logged into the online course in a couple of days and my poor students. I totally forgot about them.' So it is even difficult to know during busy times because you don't have to be in class all the time, but ummm… other times, you know, when I'm not quite as busy and I don't have a full day of meetings, then I'm on there all of the time."

When this issue of "out of sight, out of mind" was presented for comment during the member-checking activity, it did bring some strong opinions pertaining to instructor responsibilities:

"….that deals with the instructor's professionalism. I trust that all of us interested in teaching online courses do it with integrity and professionalism. All online instructors should be rigorous and stick to their time commitment to the course and students."

"….we are grown-ups! If you have agreed to teach an online course you need to teach it, live up to your responsibilities and make sure you do your work. If this is too much, then don't teach online again."

C) Delegation

Many participants expressed that delegation opportunities were not widespread.

> *"I don't [delegate] at all [for my online teaching]. I don't have any teaching assistant for this. In my traditional classes, I often have students helping me… and have them teaching with me… But as far as… our online courses, we don't have teaching assistants. And that's why… that's deliberate… that's why our [online] courses are kept small because we don't have some of the large courses, which would be difficult."*

> *"I, I don't like delegating anything. We don't have assistants... So it's… it's me doing everything… but we have, we have no, no help whatsoever in anything… we could [get] help running tests off, but I guess I'm a poor delegator… I like to have total control over what I'm doing."*

However, some instructors did find a few opportunities to delegate (a time management practice), which helped them manage their time:

> *"We have a limited supply [of undergrad and grad assistants and teaching assistants], ummm… For example, I've requested a grad assistant, ummm, for this term for what I'm hoping is going to be a very good online course, so I've asked for somebody both technically savvy and…. who is excited about the course content…. So I am waiting to see if I get [a grad assistant]. They're competitive. [This institution] funds a limited number of them overall. We have a number of grad programs, but they're not real large. So between a limited pool of students available and a very limited amount of money to pay them, we all compete for that. So we'll see how it comes out…. That's specifically part of my request for a graduate student – to describe what they're going to do [for my online course efforts] and what they'll learn from that. And that is specifically what I… my primary justification was to help me [with] this course… It's a little different than anything I've ever done…"*

> *"I did [delegate] last semester. I had a teaching assistant who basically... ran the discussions, did all of the grading, sent all of the reminders to students… I would not have felt comfortable delegating the development of the class, but I felt comfortable delegating the administration… of it. Ahhh… it was good because I didn't have as much grading to do, but I still checked in [online] three or four times a day… and I still participated in the [online] discussions…. This semester, I just didn't happen to have a good candidate… Not anybody can just be a TA for a course…."*

Although not always called delegation, many participants were actually delegating to the technology professional – which saved time -- as presented in the comments below:

> *"I utilized like I said [the technology specialist] a lot, and there are some things that I just struggled with and couldn't get it to synchronize with Blackboard. He helped me out and said, 'Let me do that part for you.' And then he would do that and just send it to me and I would put it on. And so in the planning stages, the developing of the course, his expertise was invaluable and first I would myself sort of struggle with it if I wanted to learn how to do it…. But when I would just come up to incompatibility with software and hardware and Blackboard, I would throw my hands up and say, ' Please help me'… He would take care of it for me."*

> *"… Yeah, I mean there is, [name] is the head of online education, I can call him with questions, I can send him emails, and he responds – absolutely. Ummm… and, I mean, I can delegate some stuff, I mean, for example, like, when it was time to do my online reviews, ahhh, the course evaluations, I asked him to set that up. He did, the students did it, then six months later, I was like, 'Hey, I need those evaluations now' and he sent them to me. So, yeah, yeah, there is, there are resources for delegation. Umm, they're located over there [in another building]. You know, it's not like you got stuff within the department per se, but there are [resources], yeah."*

And one participant described cooperative learning in the course design as being consistent with delegation, although not without problems:

> *"The majors are involved in the process. So once you train them well and they are responsible, they help you a lot. But unfortunately, only one out of the three is doing a super job; the two others are not… But it's pretty much… the time… you're going to spend teaching people to ensure they are doing it right… See what I'm saying is that even if you train them one semester, they are not a professional and, ummm, I'm just lucky to have one."*

At times, it was implied that there is potential misperception about delegation opportunities that may be complicated by concerns about the time it would take to employ delegation effectively – as indicated in the comment above and these below:

> *"[Delegation] doesn't apply to what I'm doing here at this institution, no. We don't have that support, we don't have that support [face-to-face], either… I mean, there's very little delegation support, ummm, or if it does exist – I mean it does exist – umm, it's just, it can be difficult to use because it requires you to be a little bit more ahead of the game than I'm just able to be at this point."*

> *"I don't know, you know? I umm… I've never had a grad assistant, so I'm not… I'm not the one to ask for this because I… I'm a very hands-on person. So if I… I would want to grade my own tests because I want to know where [the students] are going wrong. I wanna know… a lot of my tests ask opinion questions… I wanna know if their opinions are, you know, if they're hearing what I'm saying."*

D) Use of Supporting Technology

From the data, it was readily apparent that learning the course management system [in this case, Blackboard] is time-consuming. Participants believe that a learning curve exists and contributes to what they see as a significant upfront time investment in course development:

> *"I think once you get past the learning curve… it becomes a lot easier because you know what you like about [Blackboard] and what features that you want to use, you go in there and bing, bang, boom and you're done. But the learning curve, because the technology always changes, you never feel like you get past the learning curve…. So once you're there, it'll be like changing, and you're like, 'Oh I've got to start all over.' "*

> *"Technology changes and learning each new thing takes time."*

> *"So it was a lot of experience by doing. And by creating the course. And by going through the struggles myself."*

Participants recognized that this learning curve also takes time – and therefore, time spent learning CMS features is balanced by need to spend time on other responsibilities and commitments:

> *"I don't go out on the edge with [Blackboard] because it's a lot of time investment for not a lot of reward. Ummm… the things I need it for, what I need it to do: I need it for assessment, I need it for communication, and I especially need it for students to convene with each other, so conversations among students, ummm… I think those are really important learning tools."*

With regard to time-saving efficiencies gained from online and blended/hybrid teaching experience, participants identified the following activities:

> *"Check email – and discussion boards daily! Stay on top of all correspondence."*
>
> *"If I ran into technical problems, I contacted the coordinator of distance learning at once, instead of trying to solve them myself."*
>
> *"Organization, clear instructions to students, better notion of the amount of material to be covered."*
>
> *"[Create] 'boiler plate' responses for some questions."*
>
> *"Get [your] course completed before the beginning of the semester so course development isn't required throughout the semester."*

Alternatively, participants referenced challenges, including:

> *"Only finding enough time to design the course."*
>
> *"[Finding] family time."*
>
> *"Deadlines."*
>
> *".....other classes to worry about."*
>
> *"Large amounts of assignments…"*
>
> *"The 'out of sight/out of mind' mentality."*

Some limited concerns were also expressed about technology infrastructure (related to the use of supporting technology time management practice) as potentially presenting a barrier to effective time management. Allocation, dispersement, and access to hardware and software was occasionally cited as problematic:

> *"…And I mean… truthfully, in my perfect world, I would have a license so I could put [the software] on my computer and do that at home. You know, the fact that I have to go to [the campus] office and somebody let me into the [name] room and then, you know, being in there with another person or people who might need that room or whatever… you know, it's just a whole pain… that shouldn't be part of this. We shouldn't be making it harder, you know?"*

> *"Whereas online, I want [homework] done all the time and either sent to me because I have dialup [at home] and… it just doesn't work, really, right? Or if I had a regular computer [at home], like in the school here, I'd get things through digital drop box and download it and then look at it and then send responses, if need be."*

> *"The one thing I would mention, I guess, that Blackboard does not have that other software models, that other CMS's do have, is the ability to have a personal file for every student. When I was working at [another college] with [software], I was able to do… each student had a file and I could put their work in it – and I could also… give them feedback, they could ask me questions in this file, usually about their grades or something specific. Ummm… and I had this record in one place with everything I said to this student on this subject…."*

In addition, one participant expressed that the institution's CMS was a "cheaper" version of Blackboard that did not have all of the potentially useful features. However, it is important to note that these comments may possibly include some misconceptions due to potential participant error in perception, depending upon their level of understanding of the CMS and progression along the technology learning curve.

E) Work-Life Balance Planning

Participants expressed that teaching online and/or blended/hybrid courses allows for flexibility in addressing personal and family interests and commitments:

> *"I just had to spend three weeks [away]. Covering my classroom courses was a challenge, but my online students barely knew I was gone."*

> *"Umm, its nice to have an online course… it's nice, really nice – the fact that I don't have to be on campus and I could teach it at home. I could teach online in my pajamas if I wanted to."*

> *"[A relative] was having…. surgery and I was in the middle of teaching my… [online] course. All I had to do was just take my laptop… and turn it on and I was sitting there teaching in the hospital… And so it's really neat in that it frees you up, so you can be with your family and in different situations and still be able to accommodate and teach whenever and wherever you want. And so I think it's wonderful. It's easier if you don't physically have to be in a certain spot in order to teach it."*

> *"And, you know, and then there are your life obligations. I mean, I have a [child who] is very important me. All of them, I'm not, I'm not working 24 /7…."*

> *"I decided to [teach online] in order to 1) cancel my driving [to the campus town from home] in the winterterm and the summer; and 2) to help students who are asking for such classes outside the regular Fall and Spring semesters."*

However, participants sometimes indicated that it helps, however, to be mindful of the potential for work to take over one's home life. Conscious monitoring may be warranted for work-life balance planning in order to manage time effectively here, as some participants expressed:

> *".....[But] it's always there. You can't get away from it. And you know, you can get away from it if you leave your computer at work. [But] I take my computer home. So am I successful at balancing that? I don't think so, you know, because I'm probably a workaholic… So it's easier when you're at home to do that kind of work. You have to have some self-control, to shut the computer off …"*

"I think as Americans, we work a whole lot more than we used to. Ummm… I mean, I know I could work up to 80 hours a week. I try to keep it at 60, you know? That's too much, too much work. So, is Blackboard sort of allowing us to stay in that kind of… that ridiculous level of work? Or, ummm, I mean it sort of has its excuse of, 'Well, I can work at home.' But are you cutting into your home life by doing that, you know? So I don't know, it's an [issue] I'm still trying to figure out. On the other hand, if my [child is] sick, I don't have to worry about daycare. I can stay home and work…. You know? Ummm… so it does help with those issues in that way. But I worry about it encroaching upon my home life."

"…if it's the weekend, I will not talk to [students] on the phone over the weekend. So that's a limit on the weekend. And then I get online, so what I do is I make sure that it is not a time where I'm with my family…. so I monitor when I am available online. At night, I can get on it and do the job. So usually over the weekend, it simple, it's simple. And I keep it from the weekend because I don't want to be just doing that on the weekend… So I keep it at a minimum, at night…"

"… I'm really bad for doing this, but if I want to at night, I work, and if students have a question at night, with the online… I answer it so that part of it is really nice, but I'm not sure that it takes away from the amount of work that I do… I do a lot more contact with the students online than I would if we didn't have access to online, you know, in general."

"I don't mind working at home and don't come into the office. But I agree that it helps students to know when I'm available. I have had little participation, though with/in 'virtual office hours.' "

"Since I taught… other classes that were face-to-face, I had many office hours and encouraged my students in the hybrid course to come and see me if they ran into difficulty. In addition, many more students in my hybrid course sent me email, which required more detailed responses compared with that sent by students in face-to-face courses. It could be overwhelming because I promised my students I would reply within 72 hours."

"…I spent a lot of time at home on the computer…. Because during the week… I'm constantly busy, I have people in my office a lot…. So it's a challenge."

"Ahhh, well I feel more successful at that [work-life] balance now than I might have three years ago. I sort of, I mean I always feel like I'm behind. There is always work that I don't get done. And it's terrible, but I can't, you know… I have to make certain choices and prioritize my work. And

balance it with my life, you know… especially just trying to stay healthy… You know, and that's a challenge every day. But if I don't do it, my mental health suffers. And then everybody suffers! So… that's important to me, too. And I, ummm… I see a lot of colleagues not taking care of their lives, in terrible health… and I don't want to get into that box, you know? I don't think it's good for my students, or for my job. I think it's good for my job if I stay healthy. And if I have that balance between work and my life, I have that better [now with blended/hybrid teaching]."

It is important to note that (during interviews) two participants indicated they sometimes preferred to do work related to their online and blended/hybrid courses in their campus offices, although the reasons why were not entirely clear. One referenced a greater opportunity for concentration/freedom from distraction when in the office. It may be inferred that use of campus equipment, supplies and other resources unavailable at home or elsewhere may also make working in the office easier.

F) Teaching Philosophy

A commitment to students was evident – and such dedication must be time-consuming. Particularly, reasons for taking the time to learn to teach online and blended/hybrid courses sometimes reflected a dedication to reaching a wider audience, as well as meeting the needs of diverse learners with multiple commitments:

"Umm, I kind of think that my motivation for teaching those online courses in terms of the growth they have is that I know of students that have a hard time managing their time and sometimes the online courses help them deal with that… So, umm… I'm trying to think about how that fits into a goal that I have, as opposed to just what's kind of required of me in my position as a faculty member….. It's just that teaching is one of the things we do and online courses, we need them in our department. So… I'm just one of the ones who taught it."

"And I think there's this [group of students] that we're never gonna reach through traditional methods. And I'm really interested [in] what we can

do for them. [At a previous job]… we were very interested in a number of groups of potential students who were very difficult to reach sometimes. And online education has proven to be a very good way of reaching them."

"Yes – there is flexibility, although I don't think that's why I teach online. I teach online for my students – if the need wasn't there, I probably wouldn't have tackled this particular professional development tool."

"I was a non-traditional student myself and so I want to support those [online] learners as I was supported."

"We should be teachers first. Online technology is just another tool to serve students."

Comments on teaching commitment occasionally reflected specific motivations and personality traits that may contribute to ability (or inability) to manage time effectively with online and blended/hybrid teaching modes:

"…I am a very Type A person. And I think it really takes a Type A person to do an online or a hybrid course because there are so many facets."

"I like organization. I always like organization. Even in my classroom. What I don't like is when I leave a class and I was not organized meaning you didn't… you don't have time to do this activity because you spent too much time doing the exercise… Because you've got that week to week, the material, it's right there [on Blackboard]. You've got everything, it's well organized. You know how much time and effort you save? You just click and you know what the material will be."

"I'm probably a workaholic…"

"Really, it was funny because, ummm, there definitely are the professors who hate online and the professors who are OK with it… There's definitely a chasm between the two, ummm… and I had never… when I first started, like I'd never taken an online course, and then I'd never taught an online course, but I'm very technical… I think logical, I [enjoy] creating things, putting pieces of the puzzle together, you know, making another logical sequence and getting it all organized and… perfect."

"…part of the reason I'm a professor, you know, I'm a control freak when it comes to curriculum, you know."

> *"The positive feedback, the relationship-building…, and the feedback that I got from [students]… just the whole work of the course, I mean, I was…. there have been a couple times in my life that I have gone, 'Wow, I did it!' And you know, one of the times was when I got through [career] training… And afterward, I just thought, "I did it… I felt like so accomplished!" And actually, after I did this online course, I felt the same way. Because I did it! And I knew it was good, you know? I knew it was good, no student had to tell me it was good. But I knew it was good…"*

In relation to their teaching commitment, some participants cited concerns over the lack of face-to-face student contact when teaching online or blended/hybrid courses. Sometimes it was for reasons of losing non-verbal visual cues (such as facial expressions) to gauge comprehension (although one participant felt that written expressions of comprehension are a better assessment, anyway). A loss of recognition of "teachable moments" when moving to online education was expressed by one participant – who also indicated feeling "depressed" after leaving behind face-to-face teaching opportunities – and indicated subsequently working hard to foster a sense of community for online students during the semester:

> *"Ummm, one of my first assignments is to make the online course a community by… I have another step that I take with the other students doing the [presentations of] themselves and that kind of thing… so I try to get them to build a community and relationships before we start getting into discussion. A couple of the reasons that I wanted to do that is, when it comes time for discussion, I want them to [know] who is giving them the information and, ummm, you know, if we were in [a face-to-face] class, Mike would say something and Jane would say something and, you know, Dora would say something and, you're like, 'I would know from Mike, Jane and Dora… I agree with them like, really respect what they were saying or [I do not].' "*

However, many participants expressed confidence that online and blended education can be delivered successfully, as is evident in these comments on pedagogy:

"…it requires many more small assignments throughout the class to continually check how the student is doing. I think this is dependent on the teaching methods used by the professor. Online teaching forces us to think about our students' learning and not just teach the way we want to teach. In other words, because of the unique environment a teacher must be more deliberate about his/her assignments. But we should be doing that for all our classes anyway…"

"There is absolutely a drawback to the lack of face-to-face content in online courses. We need to take broad advantage of the opportunities for more student discussions online to compensate."

"I try to spot the rhythm of an online course – when will most students be online?"

"Nothing [is] better than face to face – but online thoughtfully designed and executed can produce great learning opportunities."

"So here… well, in my [online] classrooms I also design a lot of group activities where they discover and try to be a little constructivist… a lot constructivist, actually…. I try to, you know, have them learn off of prior knowledge and off of each other's knowledge and keep building with, you know, their explorations. So now I've got to figure out how to do that online. That is tricky. Very tricky. And… I'm really proud of the course that I developed. Both of them – my hybrid and my total online course…"

"I think in some ways it can also improve student comprehension because all students have to participate/they can't 'hide in the back of the class.' "

"Those students who are shy in face-to-face courses may blossom during online discussions…"

"I think there is potential for more students to participate in discussions online. In our low economy context where students are afraid to 'act smart,' this is particularly true."

"So ummm… that, you know, that sort of pedagogical curricular goal, umm.. which ties to just my own personal belief in student empowerment and correct pedagogy for learning, led to my courses in Blackboard and learning more about it and seeing that, you know, there were… that I could teach online in a way that was meaningful and met my own beliefs in terms of pedagogy."

"I think what I'm looking for in the online [course], and including the hybrid [course], would be a way of questioning the student to obtain an honest feedback from him -- to ascertain what level of competency the

student has attained. I… and I am not there yet. Which means that basically, I have to start thinking about a form of a question to pose to him, either in the discussion board or chat room or something like that. And I think that may be the key to online."

"But I also… there's some neat possibilities. And that's one of my priorities, one of the reasons, one of the goals I have for [my course] is that I can use more interesting media, you know, some very interesting media, and the role that that plays in learning."

Some participants felt online and blended/hybrid courses should generally be reserved for graduate students, upper level students, and/or more seriously dedicated students, stating that:

"I think it has a lot to do with the devotion of the students in setting aside enough time for them to take the course seriously and putting forth the effort involved… I think it is in the marketing, to attract the students who want to devote the time to it and if they are… if others are attracted who don't want to, I think they'll be weeded out automatically."

"The moderately motivated student, the poorly motivated student, the clueless student that walks into a class… online will just blow them away… They will not do the work, they will not participate, I've seen this over and over again. And so I had real problems with online being applicable to the majority of students... undergraduate. Graduate work I never did online, but you're talking about a student who is different… they're motivated."

"Many students place a hybrid/online course at the bottom of their priority lists, since there is no one there to watch over their shoulders. I had to spend a lot of time in hand-holding, encouraging, reminding…"

"I mean, [with face-to-face classes], from the student's standpoint, you know, there are periods of time where less is going on or it's mostly a situation where they're studying – they don't have to perform on a regular basis, ummm… whereas, I mean, every class is a performance. Every class requires preparation and if they're in that class, students learn, 'OK, we just had the midterm, so it's gonna be awhile before there's another exam coming up, so I can… I can sleep in class or I cannot show up to class or whatever… I can focus on something else for a little while, ummm, and it's not gonna kill me.' And we hate when they do that, but… And [with online] I think it can be addictive to keep going onto the site over and over again to see if somebody's responded to your

comment so you can respond to theirs. And to see if I said something [they] ought to be aware of. Umm… so… I get feedback from students who say that they're just not sure how to get away from the class sometimes. And they become consumed by it and feel like they're spending far more time on it than they would on an in-class class event. So the schedule is much more structured, so they're insecure… I have students who email me, 'I followed all the instructions, but I'm not getting a sense of closure. Am I getting it? Is there a link I haven't clicked on that's gonna open that will show me a sign of what I should be working on now?'... So that happens a lot – especially with students who are new to the mode. They're always worried that they're missing something."

"And… and I will send personal e-mails to students that, if I see that they've been inactive. You know, you get students that just don't engage. Ummm… I had one student who actually asked me to override him or her into the class, and never did a thing until week six. And then asked if they could make up all their work. Now I'm only saying that not to… not to denigrate a student, but there is an attitude among students at times that online is easier. And it's not. It's actually harder."

"[As a student], you are responsible for being prepared at certain points. But if you find yourself unprepared an hour before that point, there's no one there to criticize you. And… because of that, I think [online students] feel like they're never finished. I never, you know, 'I have a week to get ready for this discussion, so I'll spend all week on it!'... You know [they say,] 'This project just seems to dominate my life.' Ummm… and they put far more into it than they would for the same classroom day class. But in the classroom situation, the schedule of the class tells them, they become familiar with how much time they should put in on things."

G) Other

I coded concepts under the "Other" category that were raised as interesting issues by a small number of participants, but by no means prevalent in the data or the focus of my investigation (as they were not directly related to my topic). Therefore, the issues referenced below are not really a theme, but included as a "catch-all" so as not to be overlooked. A brief description follows.

During an interview, one participant briefly expressed concern about the potential for overworking online and blended/hybrid adjuncts (in relation to their potential pay). In

probing for clarification, it appeared that the concern was also related to compensation structures for winter and summer terms, not just workload. The information contained in the matrix I used for recruitment had previously indicated that there appeared to be very few adjuncts teaching in online or blended/hybrid modes at this site. As I had consciously decided to include only full-time instructors in my study, I did not feel it would be warranted or necessary to investigate this issue in great detail. However, as use of adjuncts sometimes frees up full-time faculty to spend time on other endeavors, I decided to address the issue in my member-checking activity. As part of that activity, participants were asked to validate whether or not they thought that (in the future) adjuncts could become overworked if not knowing that teaching online and/or blended/hybrid courses may actually require more time and commitment than teaching face-to-face courses, which could present time management issues. Many participants agreed that the potential for overworking online and blended/hybrid adjuncts may exist:

> *"It is possible [adjuncts could become overworked]. The first online experience, however, should demonstrate the commitment required."*
>
> *"I don't actually think it's fair to put online course work on adjuncts' shoulders - unless they get the full benefits a full-time faculty member does."*
>
> *"Yes [adjuncts could become overworked] – if new requirements by the administration on how to do online courses appear without prior knowledge."*
>
> *"I totally agree. Adjunct instructors may, however, find more benefits in teaching online courses as they would save the time spent on campus [driving to and away from] and with students in their office; they would also be allowed to manage their lives with more flexibility."*
>
> *"Yes [adjuncts could become overworked] – especially if their responsibilities are not clearly explained to them before starting their contract with teaching online. This is, in my opinion, a fault of the institution."*

Other participants offered some interesting thoughts:

> *"Adjuncts should not teach online (in general) – [for] lack of quality control."*
>
> *"I think that adjuncts should be provided a shell to adjust to this technology style – just as they would be provided a syllabus."*
>
> *"Some of our adjuncts are more adept than I am to apply [Blackboard] to their course. We can't generalize about adjuncts or anyone."*
>
> *"If teaching online courses suits the adjunct's pedagogical approach and time management, such opportunities should be offered to them."*

Another issue raised by two participants during interviews was the issue of the potential for cheating in online and blended/hybrid courses. Therefore, in the member-checking activity participants were asked to comment on whether or not they felt that the possibility for cheating was greater and/or easier, with online and/or blended/hybrid courses and, if so how (if at all) it impacted their time management. A rough count of the nature of the responses indicated that four participants felt cheating opportunities are more prevalent online, while four participants disagreed. Interestingly, five participants mentioned the impact of cheating by indicating that instructors may spend time designing learning activities that discourage dishonesty. One comment indicated that doing so takes much time.

H) Success and Satisfaction

As shown by the statistics presented at the beginning of this chapter, participants generally felt successful at offering online and or blended/hybrid courses. Similarly, with regard to overall satisfaction offering online and blended/hybrid courses, participants felt "nearly" satisfied. However, over one-third did not believe their ratings of success and satisfaction related to their experiences managing their time when offering online and/or blended/hybrid course(s).

Some participant expressions of success and satisfaction are indicated below:

> *"I think I'm pretty successful with [my course], umm… I've done it for several years now and I feel pretty comfortable with, ummm, with being able to, you know, with knowing what is that I have to do."*

> *"[In terms of success,] I think I can do better. Really. I'm not sure how and I'm too inexperienced to really have, have confidence in myself. …..Well, maybe I'm not sure because really, maybe I think we could do other things better… I'm not sure why I feel that way. Well… [for managing my time online]… I want to see what others are doing… whether others are satisfied with either their level of success or their understanding of the subject matter. So that's an open door… With the face-to-face course, I've been doing that for millions of years, you know, I have that kind of like, down. I know what to do. All I really have to do is do it. Whereas with the online, I still have a lot of doubts and questions as to what to do, to do it properly. So I'm still [learning]…"*

> *"I'm very satisfied with teaching [the course], but I would like to see as I said more people involved in taking the course, and just that will come through the marketing and through the more exposure in the general public."*

> *"I'm not satisfied. [But] I'm not very dissatisfied… [My online and hybrid courses] are still evolving and I have not come around to the point in my satisfaction to where you're delivering the right product, the right, oh what do I want to say… the right response in accordance with it. I'm not sure I'm getting the proper level of understanding. But I can say that also, in a sense, for the face-to-face classes."*

I) Summary

While not unique, and in some cases nearly self-evident, the themes presented in the data certainly provided valuable insights from practitioners into faculty issues of time management in teaching online and blended/hybrid higher education courses. In the survey data presented in Table 4 in the beginning of this chapter, more than the majority of participants in this study reported using the following time management practices: goal-setting (73%), prioritization (64%), and use of supporting technology/including learning the technology (64%). Slightly under 40% used work-life balance planning and slightly under 20% used delegation. However, as indicated in Tables 5 and 6, over one-third did not believe their ratings of success and satisfaction related to their experiences managing their time when offering online and/or blended/hybrid course(s) – which appeared to present a contradiction. Therefore, even if taking into account that more than the majority of participants utilized some of the time management practices, the numerical data did not allow for a direct answer to the research question:

> *What is the association between use of time management practices and faculty perception of success with regard to teaching online and blended/hybrid courses?*

Therefore, it is believed that the findings of this study were largely inconclusive in identifying the association referenced in the research question above.

However, two themes arising from the qualitative data provided possible indications of an association between participant feelings of either success or satisfaction when offering online or blended/hybrid courses and specific time management practices. Particularly, the identification of an upfront time investment in developing online and blended/hybrid courses, as well as acknowledgement of the existence of a learning curve,

indicated that use of supporting technology (including the time spent learning the technology) impacted time management. However, as learning appeared to occur on-the-job (via many of the comments) and as it was not clear whether the association was positive or negative, it did not shed insight on the association between this time management practice and instructor perception of success and satisfaction.

Similarly, survey data indicated that 9 of 11 participants believed online and/or blended/hybrid teaching endeavors provided professional development opportunities (addressed under the theme of goal-setting). Professional development appeared to be a goal for many participants, so perhaps use of goal-setting (a time management practice) might be associated with instructor perception of success and satisfaction. However, the nature of the association was (again) not evident and, as teaching was identified as the priority goal, it was unclear how much time participants could devote to professional development in general.

Upon reflection on the data collected via the study, the inconclusiveness might be partly attributed to the fact that it was not apparent from the data: (1) whether specific time management practices were pursued formally or regularly at the research site; (2) whether pursuing them was institutionally encouraged as an effective use of time; (3) whether time spent learning technology as a time management practice was really learning time or on-the-job training (as referenced above); and (4) whether goal-setting and prioritization were being pursued separately and/or in that order (as it appeared, on occasion, that these two terms were being used interchangeably by participants). Alternatively, it is not clear whether having answers to these questions might have impacted my interpretation of the data. Finally, it may be inferred that (pending some

comments on personal motivation and desire to teach online and blended/hybrid courses) feelings of success and satisfaction could be attributed at least in part to motivation – although this study did not provide enough evidence to justify this as a finding and would require a separate investigation.

V. Conclusion

> *"...If we are not talking about [academic discipline] in digital contexts, we are not doing our job as far as I'm concerned. I'm also aware that there are digital haves and have-nots, so we have to have those conversations as well... I see it's really important to model the use of technology in my own courses and encourage others -- including adjuncts who teach our courses… encouraging them as well to use technology in their courses…. I also think that our students are technology-driven. They themselves are the kids that we are talking about, you know -- that they like technology, ummm, they use it every day… I just joined Facebook for the first time!… As a professor I feel kind of like it's my… part of what… and a lot of my time specifically is, I need to understand how students learn, you know… and they learn very differently than when we were in college. I didn't touch my first computer until I had my first job…"*
>
> (Participant Comment – Interview)

Implications

The findings of this study support information presented in the literature cited in Chapters One and Two of this dissertation. To reiterate, in telling their stories participants implied that teaching online or in a blended/hybrid format requires a significant time investment in the course development phase. Participant comments also alluded to the existence of a technology learning curve – not a tremendously insightful idea, but one that (again) was already justified in the literature review. What was interesting here (in looking at how instructor time is spent) was that some participants expressed the notion that mastering the technology learning curve takes time. While this is not a novel idea, it is worth calling attention to because it presents another use of time by online and blended/hybrid instructors of higher education -- time that must be accounted for, managed and monitored in relation to technology changes occurring while instructors are progressing along this learning curve.

Suggestions for Future Research

In thinking over where this study ends, some opportunities to extend this research become evident. I comment briefly on these here. As noted previously, a complete member check of the findings from this study would be beneficial. Also: Conducting a longitudinal study might provide insightful information. Specifically, for new online and blended/hybrid instructors, it might be insightful to track their progress implementing time management practices coupled with the increased technological proficiency they would gain over time.

While the themes identified in this study provided many practical insights, the inconclusiveness of findings in relation to tying use of specific time management practices to instructor success and satisfaction suggests that perhaps an extension of this study may be warranted. For example, it might useful to a conduct a study that would allow for evaluation of:

1) Baseline conditions of online and blended/hybrid instructor time management;
2) Instructor training on the time management practices to be studied;
3) Instructor application of these practices; and then
4) Post-training evaluation to assess the potential impact of implementation of these practices on online and blended/hybrid instructor feelings of success and satisfaction.

In this study, some participants commented on the need for online students to be responsible and some indicated that their time management was impacted by the time management of their students. Indeed, emphasis on the students' responsibility for

learning is critical in order to help them "open their minds to new experiences" (Higbee & Dwinell, 1997, p. 78) and attain a "self-sufficient, civically responsible, and economically productive life after college" (Kuh, 1999, p. 111). Therefore, perhaps research on student time management in online and blended/hybrid course environments would be insightful. Additional research might be informative if it would take into account student differences – particularly, non-traditional students (single mothers, displaced workers needing retraining, working students with financial obligations, and others) – all of whom might not be able to commit time to a residential learning experience, or even a commute to campus, for that matter, to better themselves through higher education and, therefore, might face unique time management challenges for higher education instructors to understand.

Volery notes: "Lifelong learning refers primarily to those forms of learning throughout life that are called for by social and cultural change. The rate of social, technical, economic, and other change is so great, at least in industrialized countries, that few people will hold the same job throughout their lifetime" (2001, p. 79). Pink (2001) believes people will seek to obtain education when they need it – not according to a planned academic progression and semester schedule. Again, historical perspectives on college student development apply here, regardless of whether content is delivered online or face-to-face, as it is still imperative to recognize the student's role in constructing knowledge and taking responsibility for learning. (Chickering & Gamson, 1987)

Gardner (2008) contends that, for the "future" there are five "minds" that will be important: a "disciplined mind;" a "synthesizing mind;" a "creating mind;" a "respectful mind;" and an "ethical mind" – indeed, he argues that "…the task of cultivating minds

goes far beyond the charge of teachers and professors; it constitutes a challenge for all individuals who work with other persons" (p. 5). Certainly, his notions support the need for active engagement of the learner in knowledge construction. Similarly, Pink (2005) suggests "five senses" as being part of a "whole new mind" needed today -- "design, story, empathy, play, and meaning" – and he contends:

> "Fear not. The high-concept, high-touch abilities that now matter most are fundamentally human attributes. After all, back on the savanna, our cave-person ancestors weren't taking SAT's or plugging numbers into spreadsheets. But they were telling stories, demonstrating empathy, and designing innovations. These abilities have always comprised what it means to be human. But after a few generations in the Information Age, these muscles have atrophied. The challenge is to work them back into shape…" (p. 67).

Pink's notion here implies the need for active learner engagement – which may be critical for student success in higher education online and blended/hybrid environments. As such, a study of student time management in relation to engagement in the learning process might also be beneficial, a student time management may impact instructor time management.

Limitations

There were a few limitations of this study. First, issues of access to participants posed constraints bounded by the academic semester and subsequently inhibited the ability to do a thorough job of member-checking and triangulation. Second, as was alluded to in the methodology section of this dissertation, while I was striving for "maximum variation" in participants, I was unable to achieve this to the degree I had

hoped -- due to the need to cull the original list and the inability or unwillingness of some candidates to be participants.

Third, I would have preferred to interview participants who were all online instructors – however, I included two participants who taught only face-to-face and blended/hybrid courses (as opposed to online courses) in order to attain the desired number of participants. Fourth, it cannot be overemphasized that the environment – specifically, this university's commitment to teaching over research and other higher education endeavors – may have influenced answers to the issues investigated pertaining to online and blended/hybrid higher education time management. This is not unexpected, as the commitment to teaching at this site would drive goal-setting, which (as per the construction of the investigation) was one of the practices that may be employed to manage time. And fifth, it is likely that many participants belong to a nationwide union, the impact of which on progression into online and blended/hybrid teaching is unclear. The implications of union membership (if any) to this study were not investigated.

Finally, it is important to acknowledge that context in general is important -- and particularly for faculty, the location (or university) they reside within. At a university focused on teaching, such as the research site chosen for this study, the context for discussion and debate over issues pertaining to online and blended/hybrid higher education might produce a very different dialogue than that which may occur at a university focused on research.

A New Teaching Paradigm

Consider the definition of paradigm found in Microsoft Word's Encarta World English Dictionary (2004), which is: "an example that serves as a pattern or model for something, especially one that forms the basis of a methodology or theory." Joel Barker's 1993 book entitled: "Paradigms: The Business of Discovering the Future" outlined how organizations might identify paradigm shifts and then capitalize upon them by finding individuals in companies best able to recognize emerging trends and then helping critical workers adjust to these changes. Barker labeled this process "paradigm spotting."

In pursuing this study – specifically, in listening to participants' concerns about online and blended/hybrid education – it became apparent that part of what they were experiencing was perhaps a paradigm shift related to teaching. This is because it is now unacceptable, or so it seems, to simply dismiss online and blended/hybrid education for various reasons. More than ever, such reasons are now viewed only as excuses for not progressing into this new mode of teaching. Cross emphasizes this point by stating:

> "Four or five years ago, it was commonplace to hear, 'We've tried e-learning. People didn't like it. It didn't work very well.' This is akin to saying, 'I once read a book. It was difficult to understand. I'm not going to do that again'" (Cross, as quoted in Bonk & Graham, 2006, p. xviii).

Facilitating change management and related paradigm shifts are never easy. Of course, in many ways online and blended/hybrid education present contradictions to the higher education status quo in terms of how knowledge is constructed and delivered. Specifically:

> "The longstanding practice of allowing faculty to own their lecture notes and classroom presentations may become yet another stumbling block to distance education. Both faculty and institutions fear losing ownership of these valuable works. In particular, each has an interest in the potential revenue source, control and dissemination of the work, and attribution of the scholarship" (Levine & Sun, 2003, p. 22).

This is, of course, problematic in an environment where control over content is key to marketing higher education. It requires a shift in thinking about traditional faculty roles. For instance, in the case of blended learning:

> "There is often misunderstanding among academics who have not had this kind of [blended] experience, voiced in their expression of concern that it might be demeaning or diminishing of one's experience to be a mere facilitator of learning content that has been chosen and organized by another person…. In reality… there is an enormous sense of freedom provided by the relief of not having to 'cover' basic information or design the course structure, but instead being able to concentrate on interaction with individual students and engage in creative interpretation with each individual or group, of the issues and subtleties lying within and beyond the previously determined content and instructional design. Essentially, blending the expertise of content and instructional design specialists with the facilitator's skill at inducing knowledge creation is simply an application of the sensible division of labor that is common to all professions" (Moore, as quoted in Bonk & Graham, 2006, p. xviii).

The notion of a shifting instructor role is by no means new. Particularly, Perry's Scheme of Cognitive and Ethical Development functions as "…as a bridge linking the old [student] self with the new" (1981, p. 109) in order to create appropriate educational activities, based upon the level students are at within his scheme. Consequently, the role of the instructor should shift over time: He/she should be the "giver of knowledge and truth" in "Dualism"; demonstrate "the way to think" in "Multiplicity"; "provide guidance [and] show how to use intellect to approach subject matter" in "Relativism"; and, finally, "model and facilitate independent learning and collaborative inquiry" in "Commitment" (Perry, 1970, as referenced in Kurfiss, 1977, p. 191).

Similarly, with regard to online education, Volery (2001) poignantly states:

> "It is therefore the ability [of educators] to catalyze students so they can discover their own learning that is crucial. The mentor who can communicate—that is, listen to students, understand them, not just talk to them as an 'expert'—will thus have a role in the future. Lecturers need to help students realize that understanding about knowledge and beliefs is essential for human growth and development. Technologies need not estrange educators from their humanity or the noble profession of educating competent citizens" (2001, p. 90).

In fact, Braxton et al. (1996) argue that professors need to relinquish some power to students in order to foster collaboration in knowledge construction. Markie (1994) posits that professors should act as "guides" to control and arrange course content and direct student discussion. And Ropers-Huilman (1998) believes that it is unrealistic to expect professors to be completely objective and, therefore, that their complete control of subject matter may actually inhibit learning. Such views are consistent with the information previously presented in the literature review of this dissertation that suggest online and blended/hybrid faculty become oriented toward a facilitator (as opposed to expert) role to impact knowledge construction by students. These historical perspectives on the role of the professoriate -- such as the one by Volery above that specifically mentions the use of technology in higher education -- address the issue of effective teaching practices, regardless of use of capabilities of the Internet for course delivery.

Institutions of higher education are obviously impacted by external constituencies and changes in student curricular choices. (Altbach, 1995) With regard to the changing face of higher education, Pink (2001) predicts that "…access to the Internet and to a network of smart colleagues – much more than a fancy college degree – will be the ticket to adult learning" (p. 256). As evidence, Pink identifies the following predictors:

1) "The devaluation of degrees. As the shelf life of a degree shortens, more students will go to college to acquire particular skills than to bring home an entire sheepskin. People's need for knowledge doesn't respect semesters. They'll want higher education just in time – and if that means leaving the classroom before earning a degree, so be it. Remember: Larry Ellison, Steve Jobs, and Steven Spielberg never finished college."

2) "Older students: Forty percent of college students are now older than twenty-five… Young adults who do forgo a diploma in their early twenties may find a need and desire for college courses in their forties."

3) "Free agent teaching. …Today, some five thousand companies are in the online education business…. And non-traditional teaching arrangements will abound…. More free agent teachers and more free agent students will create tremendous liquidity in the learning market – with the Internet serving as the matchmaker and market maker for this new marketplace of learning."

A Final Word on Technology

The technology struggles expressed by the participants in this study are troublesome. Thus, a "multi-faceted approach" to measuring faculty technology use, as suggested by Bebell, Russell, and O'Dwyer, (2004) for K – 12 teachers, may be warranted because it might allow for greater understanding of "…how a teacher is making use of various technologies and for what purposes" in relation to instruction (p. 59). Technology continues to move forward at a pace where instructor concerns today might become obsolete quickly tomorrow. For instance, predictions for use of the software application "Second Life" (vendor -- Linden Lab/2009 Linden Research, Inc.) suggest that it might revolutionize the very means by which knowledge is constructed. Opinions have indicated Second Life (that embodies social networking features) holds great promise for educating students. Bonk (2009) calls these technologies "alternative

reality learning" and comments:

> "The technologies… can quickly take you on journeys to fascinating learning worlds and activities… What you need to realize is that our entertainment and communications technologies have become our learning technologies… And of course there is Second Life, which provides one with alternative personas, creative life pursuits, and even opportunities to make a living" (p. 276).

With regard to concerns expressed by some participants in this study about the written communication needed for online education being time-consuming, applications such as Second Life – that have audio capabilities – offer possibilities to transform higher education where discussions might become less writing intensive for instructors and students (pending removal of technological barriers – i.e., functioning microphones and necessary audio components on computers). However, if using audio/microphone (i.e., speaking) capabilities with Second Life reverts faculty back to needing synchronous course time, then here again is another trade-off to be investigated as some students (and instructors) demand asynchronous options to meet their personal and professional needs.

And social networking on college campuses in general is becoming prevalent. Indeed, Aleman and Wartman (2009) state that "computer mediated communication technologies… have revived debates about the historic division between the academic or curricular aspects of campus life, and the social or extracurricular spaces of college students" (p. 124).

In Summary: Is Time On Their Side?

The information presented herein indicates why there may be a struggle to manage time effectively while teaching online and blended/hybrid courses. Shifting

institutional priorities, technology learning curves, the changing needs of learners, and other conditions all contribute to depletion of a precious commodity – i.e., faculty time.

From their research and expertise, Bonk and Graham offer ten "Trends and Predictions Related to Blended Learning," which are:

1) "Mobile blended learning" which will provide "rich and exciting new avenues"
2) "Greater visualization, individualization, and hands-on learning"
3) "Self-determined blended learning" which will "….foster greater student responsibility for learning. Decisions about the type and format of blended learning will be made by students instead of instructors or instructional designers. Learners will be designing their own programs and degrees."
4) "Increased [global] connectedness, community, and collaboration."
5) "Increased authenticity and on-demand learning" which will "…fuel advancements in the creation and use of online case learning, scenarios, simulations and role play, and problem-based learning."
6) "Linking work and learning" where "the lines between workplace learning and formal learning will increasingly blur. Higher education degrees will have credits from the workplace and even credit for the work performed."
7) "Changed calendaring" where "the calendar system or time of scheduling will be less appropriate and predefinable."
8) "Blended learning course designations" where courses and programs will be increasingly designated as blended paths or options."
9) "Changed instructor roles" where "the role of an instructor or trainer in a blended environment will shift to one of mentor, coach, and counselor."
10) "The emergence of blended learning specialists" where "there will emerge specialist teaching certificates, degree programs, and resources or portals related to blended learning courses and programs."

(2006, p. 560)

Several of these trends are particularly relevant to faculty time management. For example, Trend 3 will perhaps require more advising of students by instructors (consistent with Trend 7). Also: The "on-demand learning" predicted in Trend 5 may disrupt ability to schedule time effectively without analysis of peak times for such demand - a condition that could cause either cyclical or unpredictable faculty overtime.

And with regard to Trend 7, in blended learning students will be "…less tied to traditional calendars for learning…. [in order] to take advantage of unique learning blends when they occur… [So] as learning time is less predefined, instructors and trainers as well as instructional designers and administrators will have to deal with increased ambiguity when designing distance learning courses and programs. Learning will occur when the learner feels the need and has the time, not when the institution or organization has prearranged it" (p. 563). Also, with regard to changed instructor roles (Trend 9): "Instead of reducing the importance of the instructor, access to an instructor [in blended environments] is more essential" (Bonk & Graham, 2006, pp. 563 – 4). Therefore, while total instructor time needed may or may not be impacted, scheduling and prioritization of instructor work time certainly will.

For these and many other reasons outlined in the issues raised within this paper, it becomes even more evident why instructor time management in online and blended/hybrid environments has become the critical issue that it is today.

VII. Appendix

Consent Letter

Boston College: Lynch School of Education
Informed Adult Consent Form for Participation as a Subject in:
Exploring Faculty Time Management in Online and Blended/Hybrid Education
Investigator: Martha A. Whalen **Date Created: _____**

Introduction:
You are being asked to participate in a research study exploring faculty time management in online and blended/hybrid education. You were selected as a possible participant because you met criteria of having taught an online or blended/hybrid course(s) at your respective institution. Please read this form and ask any questions that you may have before agreeing to be in the study.

Purpose of Study:
The purpose of this study is to explore the association between the use of a few specific time management practices and faculty perception of success with regard to teaching online and blended/hybrid courses.

Participants in this study are from your institution and the total number of subjects is anticipated to be no less than 10 and no more than 50.

Description of the Study Procedures:
If you agree to be in this study, you will be asked to do the following:

(1) Complete a relatively brief interview (less than one hour) that would be tape-recorded and transcribed; (2) Complete a followup written survey; and (3) Review/confirm a summary document of findings in writing. Participation would take place between _____ and _____.

Risks/Discomforts of Being in the Study:
Data will be held in the strictest confidence and every effort will be made to guarantee anonymity. No risks to you are foreseen. Please Note: You will have the opportunity to decline continued participation at any time (please see below).

Benefit of Being in the Study:
The benefit of participation is, hopefully, to enlighten future faculty practitioners on how to teach and administer online and blended/hybrid courses and, therefore, contribute to continuous improvement of this relatively young field of education.

Payment:
You will not be compensated for participation, but you will be given a small gift of appreciation ($25 gift card to Barnes and Noble) upon completion of all of the activities of this study.

Cost:
There is no cost to you to participate in this research study -- other than your time.
Confidentiality:
- The raw data of this study will be kept private. In any sort of report that may be published, no information that will make it possible to identify a specific participant will be included.
- Hardcopy data will be kept in a locked file during the research period and destroyed upon completion of the final report.
- All electronic information will be coded and secured using a password-protected file. Access to the raw data will be limited to the researcher and dissertation committee; however, please note that regulatory agencies, the Institutional Review Board and internal Boston College auditors may request to review the research records.

Voluntary Participation/Withdrawal:
- Your participation is voluntary. If you choose not to participate, it will not affect your current or future relations with Boston College.
- You are free to withdraw at any time, for whatever reason.
- There is no penalty or loss of benefits for not taking part or for stopping your participation.
- You will be provided with any significant new findings that develop during the course of the research in the event that you may want to stop participating.

Dismissal From the Study:
- If you do not follow the participation instructions that you are given, you will be dismissed from the study. OR: If the researcher decides to stop or cancel the study, you will be dismissed from the study.

Compensation for Injury:
- Not applicable.

Contacts and Questions:
- The researcher conducting this study is Martha Whalen. For questions or more information concerning this research, you may contact her at (315)854-4577.
- If you have any questions about your rights as a research subject, you may contact: Director, Office for Human Research Participant Protection, Boston College at (617)552-4778 or irb@bc.edu

Copy of Consent Form:
- You will be given a copy of this form to keep for your records and future reference.

Statement of Consent:
- I have read (or have had read to me) the contents of this consent form and have been encouraged to ask questions. I have received answers to my questions. I give my consent to participate in this study. I have received (or will receive) a copy of this form.

Signatures/Date:
- Study Participant (Print Name): _____

- Study Participant or Legal Representative Signature:

_____ Date _____

Interview Protocol

I. Beginning, Open-Ended Question/Unstructured: Please walk me through a typical workday, which includes teaching and administering your online or blended/hybrid course. What specifically do you do? Specifically, which, if any, of these techniques do you use and how do you use them?

A) Goal-Setting
Anticipated Followups and Probes: How do you determine your goals? What drives them? What else influences them?

B) Prioritization
Anticipated Followups and Probes: How do you determine your priorities? What drives them? What else influences them?

C) Delegation
Anticipated Followups and Probes: If you delegate, what is your comfort level delegating responsibilities with regard to your online or blended/hybrid course(s)? What impacts your comfort level?

D) Use of Supporting Technology
Anticipated Followups and Probes: Please rate your experience level using your institution's course management system (CMS) on a scale of 1 to 5 (1 being Very Inexperienced and 5 being Very Experienced). Why did you assign this rating? Why do you feel this way? Which features of your institution's CMS do you find most helpful for managing time? Are there some features you don't use? If so, why don't you use them?

E) Work-Life Balance Planning
Anticipated Followups and Probes: How do you accomplish this? Do you feel successful at doing this? If so, why? If not, why not?

II. How successful do you think you are at managing your time with regard to teaching online or blended/hybrid course(s) (1 being Very Unsuccessful and 5 being Very Successful)? Anticipated Followups and Probes: Why did you assign this rating? Why do you feel this way?

III. Overall, how satisfied are you with regard to teaching online or blended/hybrid course(s) (1 being Very Dissatisfied and 5 being Very Satisfied)? Anticipated Followups and Probes: Why did you assign this rating? Why do you feel this way? Does this rating relate to our discussion on time management today and, if so, how?

IV. Do you have any other experiences related to our discussion today you wish to share?

Thank you for your time.

Recuitment E-Mail

I am a former employee of _____ and a doctoral candidate within the Lynch School of Education at Boston College. I obtained your name from the Office of _____ at _____. I am conducting a research study at _____ exploring faculty time management in online and/or blended hybrid education and, as you have taught either an online or blended/hybrid course(s), you were identified as a potential participant for this research.

I would greatly appreciate the opportunity to meet with you to discuss my research study in greater detail and your potential participation, at which time I could answer any questions you may have. (Please Note: Your participation is completely voluntary.) If you choose to participate, a $25 gift card to Barnes and Noble will be supplied as a gift of appreciation.

Please reply to this email this week to let me know if you are interested in learning more about my research study and, if so, supply a date/time in the email that I could meet you at your office on campus to discuss your potential participation.

Thank you for your consideration.

Martha Whalen
(315)854-4577
whalenmc@bc.edu

Survey Instrument

Please complete the following survey and return it in the enclosed, postage paid envelope to***: Martha Whalen/ 47 Farmer Street/Canton, NY 13617*** If you need more space for comment or explanation, use the back pages. ***Please return this survey by _____. Thank you for your participation.***

Do you teach a classroom course(s)? (Circle One) YES NO

Do you teach an online course(s)? (Circle One) YES NO

Do you teach a blended/hybrid course(s)? (Circle One) YES NO

Why do you teach online courses, blended/hybrid courses, or both? Did you elect to do so, is it part of your formal responsibilities at this institution, or is it extra service beyond classroom teaching? Please explain.

_____

_____

Does teaching an online and/or blended/hybrid course(s) provide you personally with professional development opportunities? (Circle One) YES NO If YES, what are these opportunities? Please explain. _____

_____

Does this institution offer you technical training on use of the Course Management System/CMS (Blackboard) for your online and/or blended/hybrid course(s)? (Circle One) YES NO

If YES: Did you complete this training? (Circle One) YES NO

If you did not complete the training, why not? Please explain. _____

_____

Does this institution offer you technical support in designing, teaching and coordinating your online and/or blended/hybrid course(s)? (Circle One) YES NO

If YES: Have you used this support? (Circle One) YES NO

If you have not used this support, why not? Please explain._____

_____

How many semesters (here or elsewhere) have you taught online courses, blended/hybrid courses, or both?

_____

In what ways, if any, are your responsibilities for offering your online and/or blended/hybrid course(s) (including preparation, instruction, feedback and coordination) the same as or different from offering a classroom course(s)? Please explain.

_____

_____

_____

Please define "time management" in your own words. _____
_____
_____

In comparison to offering your classroom course(s), how much time does it take you to offer your online or blended/hybrid course(s)? (Circle One):

LESS NEITHER MORE NOR LESS MORE

Why did you assign this rating? Please explain. _____
_____
_____

Does the time you spend offering an online or blended/hybrid course(s) impact your time spent on other role(s) as a classroom instructor or professor, committee member, researcher, and/or any additional work-related roles? (Circle One) YES NO If YES: Is it a positive or negative impact? Please explain._____
_____

How do you multitask while offering online or blended/hybrid courses? Please explain.
_____
_____

What time management "challenges," if any, have you experienced offering online courses, blended/hybrid courses, or both? Please explain. _____
_____

What time management "efficiencies," if any, have you learned from your experiences offering online courses, blended/hybrid courses, or both? Please explain. _____
_____

Do you offer an online or blended/hybrid course(s) during compressed semesters (e.g., Winterim or compressed summer scheduling)? (Circle One) YES NO
If YES: Does this impact your time management? (Circle One) YES NO
If YES: How does this impact your time management? Please explain. _____
_____

Which, if any, of the following time management techniques do you use when offering your online and/or blended/hybrid course(s)? Check all that apply:

_____Goal Setting _____Prioritization

_____Delegation _____Use of Supporting Technology (including you learning the technology)

_____Work – Life Balance Planning

_____Other (Please List):_____

In comparison to your classroom course(s), what is your perception of your students' time management of their coursework and responsibilities in your:

Online Course(s): (Circle One)	WORSE	NEITHER BETTER NOR WORSE	BETTER
Blended/Hybrid Course(s): (Circle One)	WORSE	NEITHER BETTER NOR WORSE	BETTER

Does time management by your students of their online or blended/hybrid coursework and responsibilities impact your time management when offering an online and/or blended/hybrid course(s)? (Circle One) YES NO If YES, how so? Please explain.

_____

_____

Does your institution offer students training/support in the use of Blackboard? (Circle One) YES NO

If YES: Do the majority of your students utilize this training/support? (Circle One) YES NO UNSURE

Do you support your students with Blackboard (do you teach them how to use it)? (Circle One) YES NO If YES: Does the Blackboard support you offer students impact your time management when offering an online and/or blended/hybrid course(s)? (Circle One) YES NO

If YES: Is it a positive or negative impact? Please explain. _____

_____

On a scale of 1 to 5, please rate your level of experience using Blackboard. Check One:

_____ **Very Inexperienced (1)**

_____ **Inexperienced (2)**

_____ **Neither Experienced Nor Inexperienced (3)**

_____ **Experienced (4)**

_____ **Very Experienced (5)**

Which features of Blackboard (e.g., grades, announcements) are most helpful for managing your time?

_____

_____

Which Blackboard features don't you use and why don't you use them?

_____

_____

How successful do you think you are at offering your online or blended/hybrid course(s)? Check One:

_____ Very Unsuccessful (1)

_____ Unsuccessful (2)

_____ Neither Successful Nor Unsuccessful (3)

_____ Successful (4)

_____ Very Successful (5)

Does your success rating here relate to your experience managing your time when offering your online and/or blended/hybrid course(s)? (Circle One) YES NO

If YES: How so? Please explain._____

_____

_____

Overall, how satisfied are you with regard to offering your online or blended/hybrid course(s)? Check One:

_____ Very Dissatisfied (1)

_____ Dissatisfied (2)

_____ Neither Satisfied Nor Dissatisfied (3)

_____ Satisfied (4)

_____ Very Satisfied (5)

Does your satisfaction rating here relate to your experience managing your time when offering your online and/or blended/hybrid course(s)? (Circle One) YES NO

If YES: How so? Please explain._____

_____

_____

Once again, thank you for your participation.

Summary of Findings Member-Checking Instrument

Date: _____

Participant's Name: _____

Once again, thank you for your continued participation in my research study.

As we previously discussed, attached is a summary document of findings (compiled from some of the input from all participants) for your final review/confirmation by _____. Upon your completed review and as previously indicated, a small gift of appreciation ($25 Barnes and Noble gift card) will be supplied if you choose to accept it.

Please Note: The attached summary document is an initial, brief draft only -- which includes insights and other data collected via participant interviews and survey feedback. My data analysis will continue and will be added to, refined, honed and/or corrected as necessary – and any written comments you provide on the attached draft summary document will be incorporated in that data analysis. As your participation in my research study, per our agreement, was to conclude on _____, if my ongoing data analysis presents any issues or concerns for you regarding your participation, please let me know.

Also: If you wish to be contacted when my full data analysis is completed – in order that you may review/confirm and/or comment on it at that time -- please provide an email address where I may contact you during the next few months: _____

Once again, thank you for your participation in my research study – it is greatly appreciated.

Sincerely,

Martha Whalen
(315)854-4577
whalenmc@bc.edu

Instructions: Please provide your feedback as indicated below. If you need more space, feel free to use the pack pages.

I. Participant Summary:

Online and blended/hybrid courses at this institution spanned a wide, full range of disciplines and content/specialty/expertise areas – including some that might not be commonly conceived of as being well-suited for this mode of content delivery.

PARTICIPANTS WHO:	% OF PARTICIPANTS
Teach a classroom course(s)	100%
Teach an online course(s)	82%
Teach a blended/hybrid course(s)	45%

II. Time Management:

In the participants' own words, "time management" is:

" How I choose to work, as well as when and where."
"Planning, coordinating efficiency."
"Calendar – make time for work – family – love – friends…"
"Juggle all the tasks that must be completed."
"The management of 'things' you want to do given the normal work hours within the day/week/month/etc."
"It's to use time more effectively and efficiently."
"Setting priorities on the use of available time."
"Having a more specific/acute sense of time by means of a feeling of 'control'."
"Doing what needs to be done."
"Being effective with prioritizing goals and reaching them. Priority is key!"
"***Getting tasks completed on time; structured schedule."***

Related Survey Question: In comparison to offering your classroom course(s), how much time does it take you to offer your online or blended/hybrid course(s)?

RATING SCALE CHOICES	PARTICIPANT RESPONSES %
Less Time	0%
Neither More Nor Less Time	36%
More Time	64%

Survey Response: Time Management Techniques:

PARTICIPANTS WHO USE:	% OF PARTICIPANTS
Goal Setting	73%
Delegation	18%
Prioritization	64%
Use of Supporting Technology (including learning the technology)	64%
Work – Life Balance Planning	36%

III. Insights From Interviews and Survey Feedback:

Insight (1): Designing and delivering online and/or blended/hybrid courses requires a major time investment prior to the beginning of the semester – moreso than for standup classroom courses – for development. The "learning curve" for mastering the course management system (CMS) may be great and processes for integrating technologies may be very time-consuming. It becomes easier to deliver these courses, however, over time with repeat delivery (which is also true of any course – whether online, blended/hybrid or face-to-face).

However, once an online and/or blended/hybrid course has been developed and launched, because of the upfront time already invested, it may require less time to conduct during the actual semester. This may result from the course organization required (e.g., lessons are finalized prior to start of the semester) for preparing online and/or blended/hybrid courses.

Question: Can you/do you attempt to modify instruction for online and/or blended/hybrid courses in process during the semester? If so, how does this affect your time management? _____
_____
_____

Other Comments On Insight (1) Above:
_____
_____

Insight (2): Participants' and institution's commitment to teaching was referenced. It provided motivation for some participants to want to teach online and/or blended/hybrid courses – in order to better meet the needs of students and, perhaps, draw in new students who would otherwise be prevented from taking courses due to work and family commitments, distance/proximity to campus, etc.

Comments On Insight (2) Above:

_____
_____
_____
_____

Insight (3): A concern for students was expressed – such as concern over drop out rates in general for online and blended/hybrid courses. It was suggested that possibly online and blended/hybrid courses are better suited for more serious students (e.g., those in upper level undergraduate courses or graduate courses) who will commit to the rigor of online work (which requires clear writing proficiency), as well as maturity in their own time management of course progress/completion. It was suggested that, should students miss assignment deadlines, it becomes more difficult for online and blended/hybrid instructors to manage their time effectively.

Question: What is your opinion of this insight – do you agree or disagree? Please explain.

_____
_____
_____
_____

Other Comments on Insight (3) Above:

_____
_____
_____
_____

Insight (4): It is possible that, in the future, adjuncts could become overworked if not knowing that teaching online and/or blended/hybrid courses may actually require more time and commitment than teaching classroom-based courses, which therefore could provide them with time management issues.

Question: Do you agree or disagree with this insight? Please explain. _____

_____
_____
_____
_____

Other Comments On Insight (4) Above:

_____
_____
_____
_____

Insight (5): Regarding Student Authentication: The possibilities for cheating with online and blended/hybrid courses are real and present potential issues.

Questions: Is the possibility for cheating greater and/or easier, in your opinion, with online and/or blended/hybrid courses? Or is it the same issue always in higher education, that of the academic integrity required of students and the need for them to be on the "honor system"? And if you believe that cheating opportunities are greater for online or blended/hybrid courses than for face-to-face ones, how does this impact (if at all) your time management in conducting these courses? Please explain._____
_____
_____
_____

Other Comments On Insight (5) Above:

_____
_____
_____
_____

Insight (6): Regarding Student Comprehension: Instructors can gauge student concept understanding by facial expression and body language – in a virtual classroom, however, this may not be possible. Therefore, are "teachable moments" missed in virtual classrooms because of the loss of opportunities for visual queues (facial expressions, gestures, body language, etc.) and, if so, does this absence then demand more time of instructors for assessing comprehension? Alternatively, are discussion threads and other online and blended/hybrid options as good (or better) for assessing comprehension? And what about students with social anxieties who prefer interacting in virtual classrooms? Perhaps virtual classrooms, then, may offer instructors better opportunities to test student comprehension, if they prefer to interact in virtual learning communities.

Comments On Insight (6) Above:

_____
_____
_____
_____

Insight (7): Online and/or blended/hybrid courses allow professors flexibility in their professional and personal lives. These course responsibilities can be completed around other work and family commitments. However, it may be easier for instructors to fall behind because there may be no fixed "Class Time" and, therefore, a less obvious calendar – which may cause instructors to forget at times to "sign in". And although the mode may provide flexibility, it is sometimes preferred to work in the office anyway to aid concentration/avoid distractions at home and to respect the need to keep one's home life separate from a professional life. Also: It was shared that assigning virtual office hours and times for answering student emails helps instructors with time management, so that students have boundaries (as with face-to-face classrooms) on when to expect assistance/feedback.

Comments On Insight (7) Above:

_____

_____

_____

THANK YOU FOR YOUR FEEDBACK.

Survey Questions and Compiled Responses

SURVEY QUESTION	# YES	# NO	# UNSURE
Does teaching an online and/or blended/hybrid course(s) provide you personally with professional development opportunities?	9	2	
Does this institution offer you technical training on use of the Course Management System/CMS (Blackboard) for your online and/or blended/hybrid course(s)?	11	0	
If YES: Did you complete this training?	10	1	
Does this institution offer you technical support in designing, teaching and coordinating your online and/or blended/hybrid course(s)?	11	0	
If YES: Have you used this support?	10	1	
Does the time you spend offering an online or blended/hybrid course(s) impact your time spent on other role(s) as a classroom instructor or professor, committee member, researcher, and/or any additional work-related roles?	6	5	
Do you offer an online or blended/hybrid course(s) during compressed semesters (e.g., Winterim or compressed summer scheduling)?	7	4	
If YES: Does this impact your time management?	3	4	
Does time management by your students of their online or blended/hybrid coursework and responsibilities impact your time management when offering an online and/or blended/hybrid course(s)?	7	3	
Does your institution offer students training/support in the use of Blackboard?	6	0	5
If YES: Do the majority of your students utilize this training/support?	0	0	7
Do you support your students with Blackboard (do you teach them how to use it)?	2	7	0
If YES: Does the Blackboard support you offer students impact your time management when offering an online and/or blended/hybrid course(s)?	2	0	0

Continued…

QUESTION	# WORSE	# NEITHER BETTER NOR WORSE	# BETTER
In comparison to your classroom course(s), what is your perception of your students' time management of their coursework and responsibilities in your Online Course(s)?	1	7	1
In your blended/hybrid course(s)?	2	4	0
QUESTION	**# LESS**	**# NEITHER MORE NOR LESS**	**# MORE**
In comparison to offering your classroom course(s), how much time does it take you to offer your online or blended/hybrid course(s)?	0	4	7

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